

TEACHER'S GUIDE

For the Love of the Game

Time: Five 30 minute lessons, or one 150 minute lesson and field trip to the Johnson History Museum

INTRODUCTION:

(Recommended as a pre-visit lesson)

While there is some controversy over the origin of baseball, Alexander Joy Cartwright, Jr. is credited with establishing the modern rules for the game in 1845. Baseball officially made its way to Palm Beach County in 1897 where local players, and fans have been able to enjoy 120 years of the sport. From Henry Flagler's organized teams to the Negro Leagues, Baseball has been a sport that has brought forth much change in Palm Beach County and continues to provide transformative and entertainment. This guide includes several lessons that encourage the discovery of baseball in Palm Beach county. To build off of these activities visit the Johnson History museum where you will see how America's past time has shaped a community.

FLORIDA STANDARDS:

SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
SS.4.G.1.1 Identify physical features of Florida.
SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.
SS.4.A.6.3 Describe the contributions of significant individuals to Florida.
SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.
SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.
SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.
MAFS.K12.MP.5.1 Use appropriate tools strategically.

OBJECTIVES:

Students will be able to:
 Identify and explain how the influence of American Baseball shifted and changed the structure of cultural and social norms in Palm Beach County, and America.

ESSENTIAL QUESTIONS:

- How did the introduction of baseball in Palm Beach county shift the economy?
- Who were major players in bringing baseball to Palm Beach County?
- How did baseball influence social justice?

VOCABULARY:

Athlete: A person who is trained in or good at sports, games, or exercises that require physical skill and strength.
Base: Any of the four corners of the diamond, especially first, second, or third base.
Baseball Diamond: The space enclosed by home plate and the three bases; infield.
Civil Rights: Comprehensive legislation intended to end discrimination based on race, color, religion or national origin.
Coach: A person who teaches and trains the members of a sports team and makes decisions about how the team plays during games.
Curve ball: A pitch that is thrown with spin so that the ball curves in the air.
Economy: The process or system by which goods and services are produced, sold, and bought in a country or

region.

Fastball: A pitch that is thrown at full speed: a very fast pitch.

Fielder: A player who is in the field while the opposing team is batting.

Fly ball: A baseball that is hit high into the air.

Ground ball: A ball that is hit by the batter and that rolls or bounces along the ground.

Home plate: The base that a runner must touch in order to score.

Infield: The part of a baseball field that includes the area within and around the three bases and home plate.

Integration: The practice of uniting people from different races in an attempt to give people equal rights.

Leagues: An association of persons or groups with common interests or goals.

Major League: A league of highest classification in United States professional baseball.

Manager: Someone who directs the training and performance of a sports team.

Minor League: A professional baseball league that is not one of the major leagues.

Municipal: Relating to the government of a city or town

Outfield: The part of a baseball field that includes the area beyond the infield and between the foul lines.

Pitcher: The player who throws the ball to the batter in baseball or softball.

Restriction: The act of limiting or controlling something.

Rules: A statement that tells you what is or is not allowed in a particular game.

Sabermetrics: the application of statistical analysis to baseball records, especially in order to evaluate and compare the performance of individual players.

Segregation: The practice or policy of keeping people of different races, religions, etc., separate from each other.

Stadium: A very large usually roofless building that has a large open area surrounded by many rows of seats and that is used for sports events, concerts, etc.

Training: The process by which an athlete prepares for competition by exercising, practicing, etc.

Umpire: A person who controls play and makes sure that players act according to the rules in a sports event.

MATERIALS:

- Pencil
- Projector
- Image #1 (See appendix B)
- Image #2 (See appendix B)
- Image #3 (see appendix B)
- Image #4 (see appendix B)
- Student Handout #1 (See appendix A)
- Student Handout #2 (See appendix A)
- Student Handout #3 (See appendix A)
- Teacher's Guide:
 - Copies of Jackie Robinson biography (See appendix A)

ACTIVITY/PROCESS

Activity #1

Project **image #1** of Spalding's Baseball guide on screen.

- Ask, "How are sport games invented?"
- Ask, "Why is it important to create rules for games?"
- Ask, "Why are games important to us?"
- Ask, "Have you ever played a sport or been on a team?"
- Ask, "What does it feel like to be on a sports team?"

Activity #2

Provide students with **Handout #1**- Spring Training timeline

Review timeline, and have students' workout the order of each event individually/or in pairs.

- Ask, "Why is it important to train?"
- Ask, "Why did spring training end during the war?"
- Ask, "Why was spring training such a big economic boost to Palm Beach?"

Activity #3

Project **image #2** onto screen

Pass out student **Handout #2** – Writing a Narrative

Ask the following questions:

Ask, "What does this image look like to you?"

Ask, "What do you think is going on in this image?"

Say, "Create your own plot/ story for this image. Determine who is the main character and compose a one- or two- paragraph scene based off of the information you determine in the image."

Activity #4

Before starting this activity:

Review vocabulary words with students, and what it means to belong to a team.

Pass out Jackie Robinson's biography from Teacher's Guide and read together.

Project **Image #3 and Image #4** onto screen

- Encourage students to look closely at the images.
- Point out general observations before drawing any conclusions about what's going on in the image.

Discuss:

- Ask, "What do you see? Describe what some of the people are doing."
- Ask, "Where do you think this scene is taking place? What do you see that makes you think that?"
- Ask, "What is the mood of the pictures? Try to tell a story from the images."
- Ask, "What are different about the two images? Are the players experiencing segregation? What does that mean?"
- Ask, "How were African American baseball players restricted? Do you think the players in the other image experiencing restrictions?"

To extend this lesson, also watch the short biography films (links located in "Enrichment".)

Activity #5

Start this activity by reviewing what *sabermetrics* are and why they are important to baseball. Explain and review statistics and how to get the average of reoccurring events.

- Ask, "How do you get the average of the numbers 3, 4, 6, and 10?"
- Say, "First you add the numbers together $3+4+6+10 = 23$, then you divide the total by the amount of numbers you added. We added 4 numbers, $23/4 = 5.75$. The average number of 3, 4, 6, and 10 is 5.75."
- Ask, "Why do people like to find the average of baseball players?"
- Ask, "

Pass out **Handout #3** and read introductions and instructions with the students.

To conclude the lessons have students review the vocabulary and plan a trip to the Johnson History Museum.

ASSESSMENT

Assessment is determined by class participation, worksheets, as well as museum tour.

ENRICHMENT:

To learn more about baseball in Florida, visit the following websites:

Palm Beach History Online

<http://www.pbhistoryonline.org/page/baseball>

Spring Training: Grapefruit League

<http://mlb.mlb.com/springtraining/>

Additional resources are available at the following websites:

Spalding Baseball Guide

<https://www.loc.gov/collections/spalding-base-ball-guides/about-this-collection/>

Baseball Hall of Fame

<http://baseballhall.org/education/curriculum>

Teaching with Baseball

<http://community.prometheanplanet.com/en/blog/b/blog/archive/2010/10/27/5-great-ideas-for-teaching-with-baseball.aspx#.V35m6IeFg8S>

“Who’s on First”

<https://www.youtube.com/watch?v=sShMA85pv8M>

Jackie Robinson Biography film

<https://www.youtube.com/watch?v=CX3tv9uKjII>

<https://www.youtube.com/watch?v=NZIRfjLayMk>

Extended reading list:

“When Jackie and Hank Met” by Cathy Goldberg Fishman

“A Diamond in the Desert” by Kathryn Fitzmaurice

“Play Ball, Amelia Bedelia” by Peggy Parish

“Boy Who Saved Baseball” by John H. Ritter.