

FLCHE-TPS Lesson 7 Grade 3

Baseball's Influence on America

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

Enduring Understandings:

Colonists brought over cultural traditions to the Americas.

Many Americans had to fight for certain rights and are still fighting for them today.

The United States continues to be made up of generations of immigrants from all around the world.

Essential Questions:

How has baseball influenced American culture?

Vocabulary/Targeted Skills:

ethnicity, culture, tradition, generation, immigrant, rights

Unit Assessment/Culminating Unit Activity/Success Criteria:

Students will write a paragraph answering the essential questions using evidence from primary sources.

Lesson title: Baseball's influence on America **Time:** 3-5 days (30-40 min each)

Standard(s):

Florida Social Studies Standards

SS.3.A.1.1 Analyze primary and secondary sources.

SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.

SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

Language Arts Florida Standards

LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LAFS.3.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.W.1.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Content Purpose:

Students will use primary sources to discover the influence baseball had on American society.

Assessment/Evaluation (for this lesson):

Students will write a paragraph with evidence answering the essential question: *How has baseball influenced American culture?*

Reading Materials/Primary Source links:

- Jehan de Grise and his workshop. Manuscript illustration from Romance of Alexander, 1338–1344. Reproduction. Courtesy of The Bodleian Libraries, The University of Oxford, MS. Bodl. 264, fol. 22r. <https://bit.ly/2Ly3fLQ>
- A little pretty pocket-book: intended for the instruction and amusement of little Master Tommy, and pretty Miss Polly : with two letters from Jack the giant-killer, as also a ball and pincushion, the use of which will infallibly make Tommy a good boy, and Polly a good girl : to which is added, A little song-book, being a new attempt to teach children the use of the English alphabet, by way of diversion.
<https://www.loc.gov/resource/rbc0001.2003juv05880/?sp=51>
- Union prisoners at Salisbury, N.C. / drawn from nature by Act. Major Otto Boetticher ; lith. of Sarony, Major & Knapp, 449 Broadway, N. York.
<https://www.loc.gov/resource/pga.02608/>
- Champions of America / Williamson, Brooklyn.
<https://www.loc.gov/resource/ppmsca.09310/>
- New York female "Giants" - Miss McCullum catcher and Miss Ryan at bat
<https://www.loc.gov/resource/ppmsca.18462/>
- [Front cover of Jackie Robinson comic book]
<https://www.loc.gov/resource/ppmsc.00133/>
- Iván Rodríguez poses with Joe Gunson's original catchers' mitt during his Orientation Tour of the Hall of Fame. Gunson, was one of the earliest adopters of the catcher's mitt. (Milo Stewart Jr. / National Baseball Hall of Fame)
<https://baseballhall.org/discover/ivan-rodriguez-previews-new-hof-family>
- Photo analysis worksheet ELEMENTARY
https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf (Photo analysis worksheet ADVANCED
https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf)

Suggested Procedures:

Teacher should review *Baseball Across a Changing Nation*

http://www.loc.gov/teachers/classroommaterials/primarysourcesets/baseball/pdf/teacher_guide.pdf or *Batter Up* <https://www.loc.gov/rr/program/bib/baseball/BatterUp.pdf> before doing this activity. After the activity is complete, the teacher may want to share this background with students.

PART I:

Gallery Walk- Teacher will set up 7 computers displaying each of the primary sources (**use the links provided for students to be able to zoom in and out**) for students to review and respond to. Make sure to number each computer 1-7. (This activity can be done without computers by printing our colored copies of each primary source and hanging them around the classroom at different stations.)

- a. Place students into 7 small groups and name the groups. (You will use the name later in the lesson.)
- b. Provide each student with a packet of 7 analysis worksheets numbered 1-7 (and clipboard if available) to fill out during gallery walk.

- c. Assign each group a source to start at, allowing students a structured amount of time (3-5 min) to discuss and respond to the source, writing their answers on their analysis worksheet.
- d. After a designated time, have groups walk to the next source and allow the same amount of time to respond.
- e. Continue until each group has reviewed all sources and completed their entire packet of analysis worksheets.

PART II:

Group Analysis- Assign ONE primary source to EACH group (i.e. Blue group gets source 1, Green group gets source 2, etc...). Pass out colored copies of all 7 primary sources to each group so they have during discussion.

- a. Have each group choose a “reporter” to report to the class what they learned from the ONE primary source they were assigned. Give students time to discuss what the reporter is going to say.
- b. Tell students they will be using evidence they gathered through group discussion and their analysis worksheet to tell the class what the group thinks their source is portraying.
- c. Choose a group and tell the entire class to turn to that group’s primary source. Instruct the group’s reporter to tell the class what their primary source is about using the analysis worksheet for guidance. Allow other students to point out ideas that the reporter did not mention, discussing whether the idea is good evidence. Continue this same process with each group until all the groups have presented their evidence.
- d. Conclude the analysis discussion by asking what the students have learned from the sources regarding the influence that baseball has had on America. (Teacher should refer back to vocabulary terms: *ethnicity, culture, tradition, generation, immigrant, rights.*) Teachers may help students using sentence stems like... *Using source (title/year), baseball has influenced _____ in America in what way?*

CONCLUSION:

Conclude the entire lesson by instructing students to write a short paragraph answering the essential question: *How has baseball influenced American culture?* using evidence from evidence from the sources. Students should also draw a picture of their evidence beneath their paragraph.

Extensions:

Have students research an American baseball and design a baseball card representing them.

Explore even more about Baseball in America- Batter Up Webinar Power Point

<https://www.loc.gov/rr/program/bib/baseball/BatterUp.pdf>

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- | | | | | |
|--------------------------------------|------------------------------------|---|---------------------------------|--|
| <input type="checkbox"/> Portrait | <input type="checkbox"/> Landscape | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Action | <input type="checkbox"/> Architectural |
| <input type="checkbox"/> Event | <input type="checkbox"/> Family | <input type="checkbox"/> Panoramic | <input type="checkbox"/> Posed | <input type="checkbox"/> Candid |
| <input type="checkbox"/> Documentary | <input type="checkbox"/> Selfie | <input type="checkbox"/> Other | | |

Is there a caption? yes no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Analyze a Photograph



Meet the photo.

What do you see?

Observe its parts.

Circle what you see in the photo.

Is the photo?

- BLACK
AND
WHITE COLOR



What are the people doing in the photo?

Is there a caption?

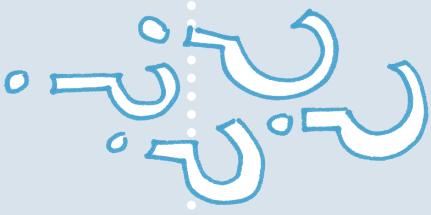
- YES NO

What are the objects used for in the photo?

If so, what does the caption tell you?

Why do you think the photo was taken?

How does this photo compare to modern times?



Use it as historical evidence.

Where do you think we could find out more information about the people or objects in the photo?

