

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.pbchistoryonline.org/page/baseball>

Spring Training: Grapefruit League

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

Additional resources are available at the following websites:

Spalding Baseball Guide

<http://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.

Appendix A



Activity:

Spring Training Time Line

1888

1880 - 1900



With travel restrictions, spring training discontinued in the 1940s in Florida, as players could not travel past the Potomac Line. Instead, players trained near their hometowns.



In 1903, Connie Mack brought down the Philadelphia Athletics. One player, Rube Waddell a future Hall-of-Famer, created an uproar when he wrestled a live alligator without any injuries.

1980

1980 - 2000

1990

1903

1900 - 1920



The land boom of the 1920 brought an attraction of purchasing real estate for players who came down for spring training and reaped the benefits of investing in property.



With the lure of warm weather, professional leagues made their way to Florida for the first spring training in 1888, when the Washington Capitals, also called the Nationals, arrived in Jacksonville for three weeks.

1914

1920 - 1940



Branch Rickey bought a former Navel air base in 1948 at Vero Beach, and turned it into the first spring home for the Dodgers.



In 1925, Al Lang, invited the Yankees to bring their spring training to St. Petersburg, rather than to New Orleans. With the Yankees, came Babe Ruth.

2016

2000 - present

1920

1925



The Houston Astros introduce the four-field cloverleaf practice facility in 1980. This design allows four fields to be in equal distance from the clubhouse, located in the center.



Spring training has shifted and grown for the last 128 years. Today fifteen major league teams train in Florida.

1940

1940 - 1960



In 1914, the Grapefruit league was officially established, in which teams would play five-weeks of exhibitions games.



In the 1950s, several teams moved spring training to Arizona instead of Florida, shifting the focus from the Grapefruit league, to the newly developed Cactus League.

1948

1950's

1960 - 1980



In 1990, the Atlantic Braves brought spring training to Magic Kingdom. Combining two great past times in Florida, baseball and theme parks.

Student name: _____

Date: _____

Class: _____

To baseball fans, spring training brings out the crowds to see their favorite players. Spring training differs from regular season, taking six to seven weeks, players use the time to prep for the up coming season and get into shape. Using the information provided, number the baseballs in the correct order that each event would have occurred based on the time line.



Activity:

Write a Narrative

Student Name: _____

What is going on in this image? Who is in this image? What are the names of the characters?
Using these questions and your imagination, write a short story from what you see.



Write your narrative:



Biography: Jackie Robinson

“A life is not important except in the impact it has on other lives,” Jackie Robinson once said.

The impact Robinson made on Major League Baseball is one that will be forever remembered. On April 15 each season, every team in the majors celebrates Jackie Robinson Day in honor of when he truly broke the color barrier in baseball, becoming the first African-American player in the 20th century to take the field in the big leagues. He opened the door for many others and will forever be appreciated for his contribution to the game.

Robinson stood up for equal rights even before he did so in baseball. He was arrested and court-martialed during training in the Army for refusing to move to the back of a segregated bus. He was eventually acquitted of the charges and received an honorable discharge. He then started his professional baseball career.

The second baseman played for the Kansas City Monarchs as a part of the Negro Leagues until Brooklyn Dodgers general manager Branch Rickey decided he wanted to integrate baseball. Rickey wanted Robinson not only for his talent and style of play, but also because of his demeanor. He knew he was sending him down a tough road and thought Robinson was the man to handle it without fighting back. Robinson endured teammates and crowds who opposed his presence, and threats to himself and his family, with honor and grace.

Robinson joined the Montreal Royals, the Dodgers top farm team, in 1946 and led

Born:
Jack Roosevelt Robinson

Primary position:
Second baseman

Primary team:
Brooklyn Dodgers

Major league debut:
April 15, 1947

the International League with a .349 average and 40 stolen bases. He earned a promotion to the Dodgers and made his major league debut on April 15, 1947.

“It was the most eagerly anticipated debut in the annals of the national pastime,” authors Robert Lipsyte and Pete Levine wrote. “It represented both the dream and the fear of equal opportunity, and it would change forever the complexion of the game and the attitudes of Americans.”

At the end of his first season, Robinson was named the Rookie of the Year. He was named the NL MVP just two years later in 1949, when he led the league in hitting with a .342 average and steals with 37, while also notching a career-high 124 RBI. The Dodgers won six pennants in Robinson’s 10 seasons, but his contributions clearly extended far beyond the field.



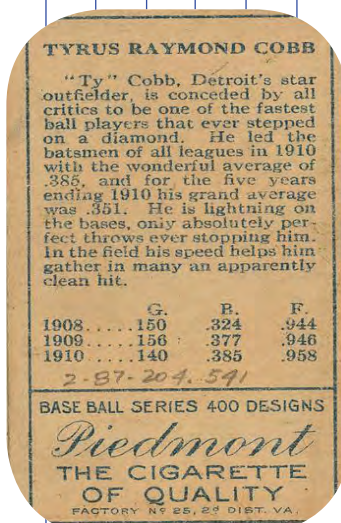


Activity:

A Game of Numbers

Baseball is a game of numbers. There is a wealth of numerical information that is recorded during a baseball game. Questions such as, "How many players on a base? How many hits at bat? How many home runs"? Provides a wealth of information to the game. The mathematics and statistics of baseball is called *Sabermetrics*. This system of counting provides fans with information of average batting, pitching and comparative hitting scores.

In this lesson we will look over the batting averages of historic players and compare their, "at bat", average with current players. Using the worksheet provided, students will add together the batting averages for the first three years shown on the card for each historic player. Students will research a major league player by using the Major League Baseball official website, to complete the worksheet.



Key:
G - Games
B - Batting
F - Fielding

Historic Players:

Bris Lord

David Jones

Edward Sweeney

Frank Baker

Frank LaPorte

George Stovall

Harold Chase

Neal Ball

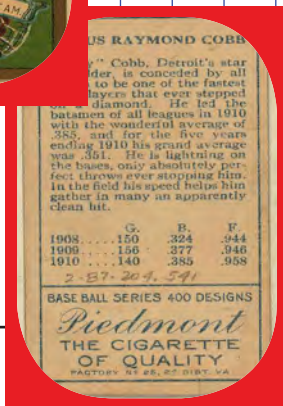
Roderick Wallace

Russell Ford

Resources:

Historic Baseball cards:
<http://www.loc.gov/pictures/collection/bbc/>

Major League Baseball:
<http://mlb.mlb.com/home>



Name: _____
 Date: _____
 Class: _____

Historic

Name of Player: _____
 Name of Team/City: _____
 Player's batting averages (fill in year/ average)
 • _____ : _____
 • _____ : _____
 • _____ : _____
 Three year batting average = _____

Current

Name of Player: _____
 Name of Team/City: _____
 Player's batting averages (fill in year/ average)
 • _____ : _____
 • _____ : _____
 • _____ : _____
 Three year batting average = _____

Example:

- 1908 : .324
- 1909 : .377
- 1910 : .385

Three year batting average = .362

The batting average of Ty Cobb from 1909 to 1910 was .362. Which is a little over 3 hits per 10 pitches.

Now it's your turn to fill in the information and answer the questions below:

Questions:

1) Do you see any changes in averages over the three years? Even if you don't see any changes, why might there be a decreased or increased average?

2) Were the statistics for your "historic" player higher/lower than your "current" player? Why might there be a change in their batting averages?

3) How has baseball and equipment changed since the early 1900s? Do you think these changes could impact a player's batting score? Why or why not?

Appendix B

Group I., No. 1

MARCH, 1913

SPALDING'S

OFFICIAL

ATHLETIC
LIBRARY

BASE BALL

GUIDE

PRICE 10 CENTS



1913

PUBLISHED BY

AMERICAN SPORTS PUBLISHING CO.,

21 Warren Street, New York City.



1909



