LESSON PLAN 9
American Culture & Baseball

By
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Rationale:
As we become more interconnected it is important to share our culture with others and to respectfully engage in other cultures.

Standard(s):
C3 NCSS
2. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

Objectives:
1. Determine the importance of culture.
2. Determine the importance and impact of sharing culture.
3. Demonstrate knowledge and practical application of historical skills (analysis, sourcing, and corroboration).

Activity:
1. Students will analyze the documents.
2. Students will create a claim based on documents.
3. Students will respond to examination prompts.

Guiding Questions:
1. How important is culture?
2. How do we share our culture with others?
3. How do we respect and appreciate the cultures of others?

Sources:
1. Documents

2. Newspaper Article

Suggested Lesson Plan:
1. Warm Up –
   a. Lead a whole group discussion to discuss the term culture.

2. Examine – the picture of the baseball
   a. Discuss what they see, think and wonder about the baseball
   b. Why is baseball considered apart of American culture?
      i. Video - https://www.youtube.com/watch?v=UBOTqihbMgs&t=232s
      ii. Question to Consider – What roles has baseball played in your life, family, or community?

3. Discuss or examine
   a. For K-2 grade students – Teacher will project images (Document B and C) and lead a discussion asking children how the images support the claim that President Wilson loved American Baseball.
   b. For 3-5 grade students – The students will examine the documents (Document B and C) and highlight evidence to support the claim that President Wilson loved American Baseball.

4. Discuss or examine
   a. For K-2 grade students - Discuss the narrative regarding the baseball game, asking the students how President Wilson’s sharing his culture impacted the public in England.
   b. For 3 -5 grade students – Examine the newspaper article (Document D) and the students will highlight evidence to answer the question how President Wilson’s sharing his culture impacted the public in England.

5. Evaluation –
   a. For K-2 grade students - Students will draw a picture that shows them sharing their culture with others or an item from their culture that they would like to share with the class.
   b. For 3 -5 grade students – Students will write about a time they shared their culture with others or write about ways were share our culture in school with others?
   c. Exit Ticket – for both grades, why is important to share your culture with other people, why is important for people to share their culture with you, how should we engage with people share their culture with us?

Suggested Grade Level:

This lesson is suggested for elementary age children.

Suggested Lesson Pace:

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>80 minute Block Schedule</td>
<td>This lesson structure may take one class period. Students will be able to complete the entire lesson in one class period.</td>
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<tr>
<td>45 minute Block Schedule</td>
<td>This lesson structure may take two class periods. Students will complete step one, two and three in the first class period. Then step four and five in the second class period.</td>
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</tbody>
</table>
Source: Courtesy of the Woodrow Wilson House.

[Note: the baseball was signed by King George V during a baseball game that was placed in England during the conclusion of World War I.]
The earliest historical evidence produced by Woodrow Wilson were doodles written in a school geography textbook in 1870. Alongside drawings of a greyhound and hot air balloons, there is a sketch of a baseball diamond and two line ups of the Light Foot Base Ball Club of Augusta, Georgia. As second baseman and club secretary, Wilson clearly had a great interest in the game from a young age.

President Wilson’s attendance card.

https://www.woodrowwilson.org/blog/2019/12/23/presidential-baseball
Excerpt from Document D

By Patrick O’Flaherty.

London, October 3.—Baseball follows the flag.

When our war ends and the hundreds of thousands of American soldiers and sailors who are now on British soil go home to be demobilized, they will leave professional baseball firmly rooted in British hearts.

 Already plans are being laid for the incorporation after the war of professional teams representing Chelsea and the Arsenal in the metropolitan area of London, Sheffield, Manchester, Birmingham, Leeds, Edinburgh and Glasgow, in a professional Anglo-American league. Already an exhibition game by teams of soldiers and sailors has drawn 7,000 people in Glasgow, and the Fourth of July game on the Chelsea football grounds, Stamford Bridge, London, which was attended by King George, drew 28,000. Already, one of Spalding’s National league official baseballs, autographed with the “George, R. L.” of the king, is on its way to the white house in Washington.

Already, baseball in Britain is a paying proposition.

It has introduced Sunday sport in England, a thing which was hitherto unheard of over here. It has carved out a playing field on the sacred green of Hyde Park, a thing which also is without precedent. And its first season, starting May 1, ending August 24, and playing Saturday and Sunday games only, has cleared about $75,000.

During the war, however, its profits are to be devoted to approved British war activities. This season its clearings will be divided between the British Red Cross, the Canadian Red Cross and St. Dunstan’s, the home for blinded soldiers, organized and run by Arthur Pearson, the blind publisher.