Objective: Students will be able to:

- Compare and contrast sources of media that cover baseball games.
- Research different media formats, exploring when each format first became available.

Time Required: 1-2 class periods

Advance Preparation:
- Schedule a session for your class in your school library or media center.
- Request that the librarian pull source material related to various types of media including newspapers, radio, television, and the Internet.

Materials Needed:
- Internet access for student research
- Library time for student research
- Class copies of the Baseball in the Media graphic organizer (included)

Vocabulary:
Broadcast - To transmit (programs) from a radio or television station
Media - The means of communication (such as radio and television, newspapers, and magazines) that reach or influence a large number of people
Applicable Common Core State Standards:

CCSS.ELA-Literacy.SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Applicable Common Core State Standards (Continued):

CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
1. Introduce the lesson by asking students, “How do you follow your favorite sports teams?” Write down students’ suggestions on the board or on a sheet of chart paper.

2. Review the list. Explain that today, people can follow sports using many different types of media.

3. Tell students that fans have been following baseball for nearly 200 years. Ask students, “Which types of media might fans have used to followed baseball back in the 1800s?”

4. If students previously mentioned “newspapers”, circle it. If students did not mention it, add “newspapers” to your list of media formats.

5. Discuss that newspapers began including stories about baseball because their readers wanted to know what happened in recent games. By the 1880s, fans could read newspapers devoted exclusively to baseball news.

6. Review your list of media formats again. Point out that today, baseball coverage is an all-day, every-day job. Newspapers, radio stations, television stations, and websites all cover Major League and Minor League games during the season and also cover stories during the off-season.

7. As a class, brainstorm similarities and differences in the ways in which these four types of media (newspapers, radio, television, and the Internet) cover a baseball game.

8. Introduce the activity.
1. Explain that in this activity, students will be working together in groups to learn more about different media formats.

2. Break the class into four groups, and assign each group to one type of media: newspapers, television, radio, and Internet.

3. Provide all students with a “Baseball in the Media” graphic organizer. All students should use their graphic organizers to help guide their note-taking during this activity.

4. Provide each group with useful books or sources about their type of media.

5. Have groups use their sources to take notes related to the following:
   - **Description:** How does this type of media communicate with an audience?
   - **History:** When did this type of media become available to fans?
   - **Technology:** What technology does this type of media use to cover a baseball game?
   - **People Involved:** Who are some of the people needed to produce this type of media?

6. Have each group report back to the class about their assigned type of media.

7. Create a timeline on the board to show the development of different media formats. Ask students to identify how their parents and grandparents might have followed baseball when they were children.

**Conclusion:**

Summarize the activity by reviewing the similarities and differences between the four types of media researched by students.

To check for understanding, have students write a 1-2 page response in which they state their favorite type of media for sports, and explain their reasoning.
# Baseball in the Media

Team Names: ____________________ Date: _____________ ____________________

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