Lesson 5 - Post-Visit
Baseball: An International Pastime

Objective: Students will be able to:
- Reflect on the information gained from their learning experience with the Baseball Hall of Fame.
- Practice mapping and library research skills.
- Understand that baseball is a sport that has multicultural appreciation.

Time Required: 2-3 class periods

Advance Preparation:
- Prepare a hallway or classroom bulletin board for use.
- Cut out 15 puzzle-piece shapes (roughly 10"x10") from poster board.
- Schedule a session for your class in your school library or media center.
- Request that the librarian pull source material such as encyclopedias, atlases, almanacs, or other geography-related sources such as travel guides.

Materials Needed:
- Internet access for student research
- A map of the world
- Library time for student research
- Art materials such as:
  - Crayons, markers, colored pencils
  - Glue, glue sticks
  - Fabric
  - Fancy Paper (like the kind used for scrapbooking)
  - Newspaper
  - Magazine Pages
  - Pages from old travel guides
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.

Additional Relevant National Learning Standards:
(Based on Mid-continent Research for Education and Learning)

Arts. Visual Arts. Standard 1. Level II [Grade: 3-5] Understands and applies media, techniques, and processes related to the visual arts

Geography. Standard 4. Level II [Grade: 3-5] Understands the physical and human characteristics of place


Geography. Standard 10. Level II [Grade: 3-5] Understands the nature and complexity of Earth's cultural mosaics
1. Start the lesson by asking students to name some of the different countries they learned about during their experience with the Baseball Hall of Fame. Write down students' ideas on the board or on a sheet of chart paper.

2. Now ask students if they can think of any international sports competitions in which all of those countries compete. **Possible answers include:**
   - The World Cup (Soccer, Rugby, Cricket)
   - The Olympics
   - The Tour de France (Bicycling)

3. Discuss that the common love of baseball has brought many countries together in international competitions such as the World Baseball Classic.

4. Explain that the World Baseball Classic is the largest international tournament in baseball. 16 countries participated in 2006 and 2009. 28 countries will participate in 2013. Japan has won both WBC tournaments to date, the first over Cuba in 2006, and the second over Korea in 2009. The next WBC will take place in 2013.

5. Show students a world map and mark the countries represented in the most recent World Baseball Classic.

   - Australia
   - Canada
   - China
   - Chinese Taipei
   - Cuba
   - Dominican Republic
   - Italy
   - Japan
   - Korea
   - Mexico
   - The Netherlands
   - Panama
   - Puerto Rico
   - South Africa
   - United States
   - Venezuela
1. Introduce the activity by explaining that students will be doing a research project to learn more about the countries represented in the World Baseball Classic.

2. To begin this activity, divide the class into small groups. Assign each group one of the countries listed below:
   - Australia
   - Canada
   - China
   - Chinese Taipei
   - Cuba
   - Dominican Republic
   - Italy
   - Japan
   - Korea
   - Mexico
   - The Netherlands
   - Panama
   - Puerto Rico
   - South Africa
   - Venezuela

3. Go to the school library during your scheduled time slot.

4. At the library, provide students with the resources chosen by the school librarian. Assist students with the research process as necessary. You may also choose to allow students use of the Internet for research purposes.

5. To help keep students focused, provide students with specific questions to answer as they research. For example,
   - What is the largest city in this country?
   - What foods are popular?
   - What are some natural features of this country?
   - What is the climate like?
6. After the library research day, provide each group with a cut out puzzle-piece shape, and a variety of art materials. Explain that each pair is to decorate their puzzle piece in a manner that reflects the information they learned about the country they researched.

7. Once students have finished their puzzle pieces, have each pair share their work with the class. What cultural or geographical information is reflected in their puzzle piece design?

**Conclusion:**

To complete this lesson, connect students' puzzle pieces together and post them on the bulletin board, along with some of the interesting facts students learned about cultural diversity and baseball. The idea is to create a visual representation of many different countries connecting through their love of baseball.

To check for understanding, as a class, reflect on the value of cultural diversity and the contributions made by people from a range of cultural backgrounds to international sports.

**Optional:**

The Education Department at the Baseball Hall of Fame loves student work! If you would like to send some of your students' puzzle pieces to be considered for display in our Learning Center, please contact us via e-mail at education@baseballhalloffame.org.