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: 1-2 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:
  o Crayons, markers, colored pencils
  o Glue, glue sticks
  o Fabric
  o Fancy Papers (like those used in scrapbooking)
  o Newspaper
  o Magazine Pages
  o Pages from old travel guides
Applicable Common Core State Standards:

CCSS.ELA-Literacy.SL.6.1, SL.7.1, SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.6.4, W.7.4, W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9, W.7.9, W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Applicable Common Core State Standards (Continued):

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.RI.6.1, RI.7.1, RI.8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

Geography. Standard 4. Level III [Grade: 6-8]. Understands the physical and human characteristics of place

Geography. Standard 6. Level III [Grade: 6-8]. Understands that culture and experience influence people's perceptions of places and regions

Geography. Standard 10. Level III [Grade: 6-8]. 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.


5. As students explore, provide some questions to help guide their research. Some questions for students to address include:
   - What is the history of the World Baseball Classic?
   - What countries/cities have hosted the World Baseball Classic?
   - What countries have participated in the World Baseball Classic?
   - How many games are played in the World Baseball Classic?
   - How does a team win and what does the winning team receive?

   Record student responses on a sheet of chart paper for later use.

6. Show students a world map (or provide students with blank maps) and mark the countries represented in the most recent World Baseball Classic.
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 15 pairs. Assign each pair a country to research from the list below.
   - Australia
   - Canada
   - China
   - Chinese Taipei
   - Cuba
   - Dominican Republic
   - Italy
   - Japan
   - Korea
   - Mexico
   - The Netherlands
   - Panama
   - Puerto Rico
   - South Africa
   - Venezuela

3. As a class, brainstorm a list of potential sources that might be helpful in researching the culture and geography of different countries. Write down students' ideas on the board or on a piece of chart paper.

4. Next, have students brainstorm a list of questions that they would like to answer about the culture and geography of the different countries.

5. Go to the school library during your scheduled time slot. Bring the class list of source ideas and questions with you.
6. Have pairs do research using library source material such as encyclopedias, atlases, almanacs, or other geography-related sources such as travel guides. Students may also use the Internet for research purposes.

7. Students should spend the class period conducting research and taking notes. If they need more time, they may continue research outside of class.

8. Provide each pair 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. *This project may be completed in class or as a homework assignment.*

9. 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?

10. Connect students' puzzle pieces together and post them on the bulletin board, along with some of the interesting facts students learned about the World Baseball Classic. The idea is to create a visual representation of many different countries connecting through their love of baseball.

**Conclusion:**

To complete this lesson, 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 events.

To check for understanding, have students complete a creative writing piece describing their puzzle piece. Post students' work on the bulletin board if you have space available.

**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.