Lesson 1 - Pre-Visit
A Community of Baseball Fans

Objective: Students will be able to:
- Design and conduct a survey to learn more about the diverse group of people known as baseball fans.
- Create a method for analyzing survey results.
- Display survey responses in graphic form.

Time Required: 1 class period for lesson; longer for survey project

Materials Needed:
- Pencils and paper
- Graph paper

Vocabulary:
Camaraderie - A good feeling existing between friends
Closed-ended question - A question that results in a fixed, often single word, response
Diversity - The condition of having or being composed of differing elements, especially the inclusion of different types of people in a group or organization
Open-ended question - A question that cannot be answered with a fixed response such as "yes", "no", or "don't know."
Respondent - A person who responds to a poll
Survey - A data collection tool used to gather information about individuals
Applicable Common Core State Standards:

**CCSS.ELA-Literacy.SL.9-10.1, SL.11-12.1** Initiate and participate 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 and persuasively.

**CCSS.ELA-Literacy.W.9-10.4, W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.W.9-10.7, W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

**Civics. Standard 11. Level IV [Grade: 9-12]**. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

**Geography. Standard 10. Level IV [Grade: 9-12]**. Understands the nature and complexity of Earth's cultural mosaics
1. As a class, discuss community. The word "community" has many meanings. According to the Merriam-Webster Dictionary, community could refer to:
   - "the people with common interests living in a particular area"
   - "an interacting population of various kinds of individuals in a common location"
   - "a group of people with a common characteristic or interest living together within a larger society"

2. Discuss that the place in which you live is a community made up of many different people. Everyone has a different background, different skills, and different interests. When people of similar backgrounds, skills, or interests get together, they also form communities - even though they may not live in the same place.

3. Divide students into pairs. When possible, match up students who don’t regularly interact with one another. Have each pair create a Venn diagram on a sheet of paper.

4. Ask each student to identify three things that he or she has in common with his or her partner and note these in the area of the diagram where the circles intersect. Tell each student to list three things that he or she does not have in common with his or her partner and list those in the areas of the diagram that do not intersect.

5. Have the pairs take turns reporting their findings. Were any students surprised by what they learned about their partners? If so, what was surprising and why? Ask students how similarities and differences (talents, cultures, interests, viewpoints, etc.) strengthen the classroom community.

6. Discuss that the **diversity** of a community is what makes it strong. Everyone brings something different to the larger group.
7. Provide the example of a baseball team. A major league team brings together 25 players from all over the world. Each player has a different background. Some players come from the United States, and some come from other countries. Often, they speak many languages. Each player also has a different set of skills. Some are great hitters, some are great pitchers, some are great fielders, and some are base stealers. The players form a community - a team. A team can't win with 25 pitchers. In order to win, the team needs everyone's skills.

8. All of the players bring something unique to the game, and everyone contributes to helping the team win. In the same way, your community is stronger because of its diversity.

9. Introduce the activity.
1. Begin the activity by asking if there are any students who belong to the baseball fan community.

2. Discuss that baseball is a game that brings people together. The ballpark is a meeting ground for people of all backgrounds. Explain that you would like to find out more about the baseball fan community. For example:
   - What is the average age of a baseball fan?
   - What team(s) are the most popular and why?
   - How often does the average fan attend a game?
   - Do fans have any superstitions, and if so what are they?

3. Ask students, "How could I find this information?"

4. As a class, brainstorm a list of ways that more information could be gathered about fans. Some suggested responses may include:
   - Read a fan's blog or visit a fan's website.
   - Do a survey.
   - Interview a fan.

5. Discuss that while interviews can be useful for recording specific experiences of fans, surveys are more effective for general information-gathering.

6. As a class, brainstorm a list of questions that might be useful for a survey of baseball fans. Record student ideas on the board or on a sheet of chart paper. Possible questions include:
   - How long have you been a fan?
   - Do you watch games on TV?
   - Do you attend live games?
   - Do you fill out a score card at a live game?
   - Do you own a baseball jersey or cap?
   - Does anyone in your family play baseball?
   - Do you participate in fantasy baseball?
7. Explain that there are two different kinds of questions, each has a different purpose. **Open-ended questions** are meant to invite the other person to offer more information, or tell stories. Open-ended questions are commonly used in interviews.

8. Work with the class to develop a list of open-ended questions. Record student ideas. Some examples include:
   - How did you become a baseball fan?
   - Which team is your favorite and why?
   - What do you think of today's game compared to the way the game was when you were a child?
   - Can you describe your favorite experience as a baseball fan?

9. Discuss that open questions may not be very useful in a survey, because they take a long time to record and they may be difficult to analyze. Another option would be to ask an open-ended question, but to provide multiple choice answers. For example,
   - What is the best aspect of being a baseball fan?
     - The feeling of pride in your team
     - Being in the stadium with other fans
     - Following the team throughout the season

10. Explain that **closed-ended questions** are questions resulting in a 'yes' or 'no' or other simple answer. Using closed-ended questions usually results in short, quick answers. This type of question is common for surveys because the answers are easy to quantify and analyze.

11. Work with the class to develop a list of closed-ended questions for the survey. Record student ideas. Some examples include:
   - How often do you attend a baseball game?
   - Have you ever played baseball?
   - What team(s) do you support?
   - How many years have you been a fan?

12. Review all student ideas for survey questions recorded on the board. Then have students vote to select 10-15 questions to use for their survey.

13. Have students practice taking the survey prior to interviewing others to familiarize themselves with the questions, and to make sure they understand each question.
14. Discuss who students will survey, how students plan to access their respondents, and any additional options such as conducting the surveys by phone, e-mail, or snail mail.

15. Give students one week to survey five people. Offer students five points for each completed survey they turn in.

16. When all surveys have been returned, tally the results. As a class, determine the most effective way of showing the survey results in graph form. Graph the survey results accordingly.

**Conclusion:**

To conclude this lesson, have students reflect on the results of your survey in a journal or in essay form. Who makes up the wide range of people that are baseball fans? What are some things that fans have in common with one another? What are some of their differences? How does diversity among fans benefit everyone? Discuss the importance of camaraderie in a group such as baseball fans.