Objective: Students will be able to:
- Reflect on the information gained from their learning experience with the Baseball Hall of Fame.
- Use facets of cultural and physical geography to construct a hypothetical professional baseball team.
- Work collaboratively to construct a clearly organized and informative poster.
- Articulate a clear argument as to why their team should be established.

Time Required: One to two class periods, depending on length of presentations

Materials Needed:
- Poster board or large construction paper
- Markers
- Magazines or computers with internet access for pictures (optional)
- Scissors to cut pictures (optional)
- Tape or glue for pictures (optional)

Vocabulary:
Asset - A useful or valuable quality, person, or thing
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.

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

Geography. Standard 2. Knows the location of places, geographic features, and patterns of the environment

Geography. Standard 4. Understands the physical and human characteristics of place

Geography. Standard 6. Understands that culture and experience influence people’s perceptions of places and regions

Geography. Standard 15. Understands how physical systems affect human systems
Now that students have a firm understanding of the cultural and physical aspects of geography and the impact they have on baseball, they can showcase that knowledge by creating a new baseball team for the Major Leagues.

1. Students will create posters presenting an idea for a hypothetical new baseball team in your hometown. Students must consider the following geographical criteria in creating their team:
   - What is your home town’s population and population density?
   - What is the team’s name? Mascot? (Consider the area’s animals, physical geography, history, etc.)
   - How will the stadium reflect the environment? (Example: Coors Field in Denver is situated so the fans view the Rocky Mountains or Chase Field in Phoenix has a retractable roof and air conditioning to shield fans and players from the hot Arizona sun).
   - What kind of food will the stadium serve? (Preferably some sort of local specialty).
   - What kind of unique souvenirs will they sell?

2. After the assignment has been introduced, break the students into small groups of three or four. Distribute supplies evenly among the groups. If magazines or the Internet are available to find picture, make use of these sources, otherwise students may just draw pictures of the mascot, etc. Allow the small groups to brainstorm and construct their posters.

3. Once posters have been completed, have the small groups present their final product to the class. Have the students pretend that they are presenting their ideas to the Major League Baseball Board of Directors, arguing why this team should be established. Students should answer the question, “Why would your team be an asset to the community and Major League Baseball?”
Conclusion:

To complete this activity, display each team poster and hold a class discussion in which the different team posters are compared and contrasted. To check for understanding, have each student write a journal entry in which they describe how their team reflects the cultural geography of their community, and why their team would be an asset to their community.