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: 1 - 2 class periods, depending on length of presentations

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

Vocabulary:
Asset - A useful or valuable quality, person, or thing
**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.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-Literacy.SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**CCSS.ELA-Literacy.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-Literacy.SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**CCSS.ELA-Literacy.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-Literacy.SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**CCSS.ELA-Literacy.W.6.2, W.7.2, W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**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
Lesson and Activity

Now that the 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 hometown’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 cuisine).
   - What kind of unique souvenirs will they sell?

2. After the assignment has been introduced, break the students into small groups of 3-4. Distribute supplies evenly amongst the groups. If magazines or the Internet are available to find pictures, make use of these sources, otherwise students may 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. In this case, 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 lesson, 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.