



Lesson 3 - Pre-Visit "Hey Getcha...Sushi?" The Cultural Geography of Baseball

Objective: Students will be able to:

- Review the concept of culture and aspects of cultural geography.
- Use reasoning and research to identify influences on a culture.
- Identify food traditions for several MLB cities.

Time Required: 1 - 3 class periods

Advance Preparation:

- Select a variety of books and other print sources that have information about U.S. cities and about baseball (or request such sources from a school librarian).
- Schedule a session for your class in your school library.

Materials Needed:

- A variety of books and other sources (see above)
- Internet access for student research
- Paper and pencils for note-taking

Vocabulary:

Culture - The shared beliefs, social practices, and material traits within a group of people

Cultural Geography - The study of cultural aspects of various places and spaces

Region - A part of the earth's surface (land or sea) of considerable and usually indefinite extent



Applicable Common Core State Standards:

CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.W.9-10.7 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.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9, W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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.



Applicable Common Core State Standards (*Continued*):

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5, SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.9-10.6, SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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 5. Understands the concept of regions

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

Geography. Standard 10. Understands the nature and complexity of Earth's cultural mosaics



Lesson & Activity

1. Most people are familiar with the "location" part of geography and think about geography as the study of maps. But geography also means the study of the cultural features of the people who inhabit Earth.
2. Review the definitions of **culture** and **cultural geography**.
3. Have students give you some examples of cultural elements. Possible answers include:
 - Language
 - Religion
 - Food
 - Clothing
 - Art
 - Music
 - Rituals and Customs
4. Explain that today you will be focusing on the connection between food and geography. Ask students to give examples of typical foods that are eaten in their households. Record their responses on the board.
5. Ask students why Americans eat these kinds of food. How does the country's cultural geography impact what you eat? How does your region's cultural geography impact what you eat?
6. Discuss that baseball teams often reflect the culture of the region in which they are located. The food sold at the team's ballpark is an important part of this cultural expression. Aside from traditional ballpark fare of hot dogs and peanuts, parks across the country sell a wide array of foods such as:
 - Camden Yards in Baltimore sells Crab Cakes
 - Astros fans in Houston can eat pulled barbeque pork at MinuteMaid Park
 - Dodgers fans in Los Angeles can enjoy tostadas, burritos and nachos
7. Divide the class into five groups and assign each group one of the following cities: Boston, San Diego, Chicago, Philadelphia, and Miami.



8. Go to the school library during your scheduled time slot. Explain that each group is responsible for researching their assigned city's food culture, the local baseball team, and the local baseball stadium. Groups would do well to divide the research work among group members.
9. By the end of the class period, each group should have prepared a short culinary report (no more than 2 pages) that addresses how their assigned city uses food to create a unique experience at the local ballpark. (i.e.: “The Mariners sell sushi at Safeco Field because Seattle is known for its fresh seafood and has a large Japanese population.”)
10. During the second class period, you may have students prepare a "Ballpark Food Fair." Each group should prepare one dish associated with their city that is sold at their city's ballpark. Have groups prepare enough of each dish for each student to sample.

Conclusion:

To conclude this lesson and check for understanding, have students create a recipe book featuring the foods prepared for the Ballpark Food Fair. Along with each recipe, groups should write short reflections (1 paragraph) about what they learned about their assigned city's culture as a result of this project.