Objective: Students will be able to:

- Reflect on their learning experience with the National Baseball Hall of Fame and Museum.
- Identify character traits of specific Hall of Famers.
- Identify positive actions and positive character traits in their peers.
- Practice the steps involved in good decision making.

Time Required: One class period

Advance Preparation:
- Prepare a bulletin board for use inside or outside your classroom.

Materials Needed:
- Paper
- Pencils
- Plaque worksheets completed as part of your learning experience with the National Baseball Hall of Fame and Museum.

Vocabulary:

**Attitude** - A particular feeling or way of thinking about something

**Cooperate** - To act, work, or associate with others so as to get something done

**Pride** - A sense of pleasure that comes from having done something well

**Sportsmanship** - Fair play, respect for opponents, and gracious behavior in winning or losing

**Teamwork** – Everyone working together to achieve the same goal
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.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-Literacy.W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

**Physical Education. Standard 5.** Understands the social and personal responsibility associated with participation in physical activity
1. To begin, ask students to think about their experience with the National Baseball Hall of Fame and Museum. Have students share their favorite stories of individuals they learned about.

2. As students share stories, prompt them to think of character traits that could be used to describe each individual that they discussed during their field trip or videoconference.

3. After the class discussion, hand out the plaque worksheets that students created for themselves during their Hall of Fame experience.

4. Divide students into small groups of three or four. Give each group paper and pencils. Explain that groups now have a few minutes to write down words or character traits that they feel best describe someone who is a Hall of Famer. They may refer to their own plaques to help them think of words and traits.

5. Ask each group to share their list with the rest of the class. Summarize students’ ideas on the board or on a sheet of chart paper.

6. Review the list, and discuss what makes someone worthy of being in the Baseball Hall of Fame. Use specific examples of players covered during the Hall of Fame activity to address the following questions:
   - What obstacles did players face before and during their careers?
   - How did players choose to deal with setbacks like injuries?
   - Which players chose to try to make a difference in the lives of others by being role models and setting positive examples?

7. Introduce the activity.
1. Explain that students will be creating a “Hall of Fame” for your class or school.

2. Students are allowed to determine what makes a person worthy of being in your Hall of Fame. Did they go above and beyond normal classroom expectations? Did they do something to help a fellow student or community member? The choice is up to students.

3. Use the bulletin board you created before the lesson to display your Hall of Fame. As students are “inducted,” include a drawing or photo of the student along with a short plaque bio explaining why they are Hall of Famers.

**Conclusion:**
To conclude this lesson, download a copy of the most recent Baseball Hall of Fame ballot from our website (http://baseballhall.org/hall-famers/bbwaa-voting/year). Review the players listed and have students research to learn more about each individual. As a class, discuss which players students would vote for and why.

To check for understanding, have students write a short essay about what it means for a player to be a member of the Baseball Hall of Fame.