Objective: Students will be able to:

- Reflect on the information gained from their learning experience with the Baseball Hall of Fame.
- Collect information about protective gear.
- Work collaboratively to construct a clearly organized and informative poster.
- Articulate a clear argument as to why certain equipment should be introduced to the game of baseball.

Time Required: 1-2 class periods

Materials Needed:
- A variety of sports magazines, especially those devoted to a particular sport. Examples include the following:
  - Mountain Bike Action
  - The Hockey News
  - Ride BMX
  - Inside Lacrosse
  - Pro Football Weekly
  - Pedal
- Internet access for student research
- Printed copies of the "Protective Gear Profile" graphic organizer for each student (included)
- Poster board or large construction paper
- Markers or colored pencils
- Scissors
- Tape or glue

Vocabulary:
Asset - A useful or valuable quality, person, or thing
Innovation - A new idea, method, or device
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 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.6.4, SL.7.4, SL.8.4** 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.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS.ELA-Literacy.WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

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

**Technology. Standard 3. Level III [Grade 6-8].** Understands the relationships among science, technology, society, and the individual

**Technology. Standard 4. Level III [Grade 6-8].** Understands the nature of technological design

**Technology. Standard 6. Level III [Grade 6-8].** Understands the nature and uses of different forms of technology
1. Start this lesson by asking students to reflect on their experience with the Baseball Hall of Fame. Hold a discussion about the changes in baseball equipment over time. In what ways have different types of equipment evolved over time? Why?

2. Discuss that, as you learned in your experience with the Baseball Hall of Fame, many innovations in baseball protective gear were inspired by safety equipment used in other sports. For example,
   - Catcher's shin guards: Cricket
   - Catcher's mask: Fencing
   - Full-head catcher's mask: Ice Hockey

3. Give each student a "Protective Gear Profile" graphic organizer. Divide students into 5 small groups. Explain that each group will examine the safety equipment used by another sport to see if you can use or modify that equipment to improve the protective gear used in baseball.

4. Have each group choose one sport from the following list (or have them choose another sport of interest) that they would like to focus on for their final project:
   - Football
   - Lacrosse
   - BMX/Motocross
   - Cricket
   - Ice Hockey
   - Paintball

5. Have students research the protective gear of their chosen sport using sports magazines, as well as the Internet. By the end of the first class period, each group should have compiled a sizeable list of different pieces of protective gear used by athletes in their chosen sport.

6. Have students assess which equipment used for their chosen sport could be used or modified for baseball players, and why.

7. Distribute poster board and art supplies evenly among the groups.
8. Each group should now create a poster featuring images of the equipment they recommend for baseball and drawings of the equipment modifications they would suggest to make the equipment useful for baseball. The posters should address the question, "Why would this equipment be an asset for baseball players?"

**Conclusion:**

To conclude this lesson and check for understanding, have students present their posters to the class. You may also choose to display the posters around the room. Have students write a journal entry predicting the effects of using their modified equipment in a real major league game.
## Protective Gear Profile

Names: __________________________    Date: __________

_________________________________

_________________________________

_________________________________

**Sport:** ______________________

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Body Part(s) Protected by This Equipment</th>
<th>Would This Equipment be Useful for Baseball?</th>
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