Objective: Students will be able to:

- Examine the form of a baseball jersey.
- Analyze the messages and symbolism of the colors, numbers, and other elements of a baseball jersey.

Time Required: 1 class period

Materials Needed:
- Printouts of the "Uniform Photos" sheet (included)
- Pencils
- Colored pencils
- Markers
- Paint
- Drawing paper
- Construction paper
- Scissors
- Stencils

Vocabulary:
Uniform - A distinctive way of dressing, including specific colors and materials, worn by all members of a group, team, or organization
Applicable Common Core State Standards:

**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.

**CCSS.ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CCSS.ELA-Literacy.W.4.4, W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

**Arts. Visual Arts. Standard 1. Level II [Grade 3-5].** Understands and applies media, techniques, and processes related to the visual arts

**Arts. Visual Arts. Standard 3. Level II [Grade 3-5].** Knows a range of subject matter, symbols, and potential ideas in the visual arts

**Arts. Visual Arts. Standard 4. Level II [Grade 3-5].** Understands the visual arts in relation to history and culture

**Technology. Standard 3. Level II [Grade 3-5].** Understands the relationships among science, technology, society, and the individual

**Thinking and Reasoning. Standard 3. Level II [Grade 3-5].** Effectively uses mental processes that are based on identifying similarities and differences
1. To begin this lesson, show students the photographs on the "Uniform Photos" sheet. Discuss the photographs with students. Use the following questions to help prompt your discussion:
   - What do you think is happening in photograph 1? How do you know?
   - What do you think is happening in photograph 2? How do you know?
   - What tells you the most about what is happening? Who is involved?

   *Note*

   **Photograph 1** - Team Japan celebrates victory at the 2006 World Baseball Classic
   **Photograph 2** - Brian McCann at bat for Team USA in the 2009 World Baseball Classic

2. Direct the discussion to the uniforms shown in the photographs. Explain that uniforms give us information about what groups, teams, or associations the people wearing the uniforms belong to.

3. Continue the discussion with the following questions.
   - Why do some people wear uniforms?
   - Who else wears uniforms, other than athletes?
   - Why are uniforms important?

4. Ask students how they would define a uniform. Work together to create a class definition and write it on the board.

5. Look at Photograph 3. Ask students, "Who are the people in the photograph and why are they dressed that way?" Discuss the idea that these people want to be identified as fans of the San Francisco Giants. The jackets, caps, t-shirts, and team logos tell us this.

6. Explain that color is probably one of the most important elements of uniforms. While sports fans don't wear the players' full uniforms, they often wear replica jerseys, clothes of the same color, clothes with the team's logo, or clothes with the name of a favorite player. This could be considered the uniform of fans.
7. Discuss the importance of color in uniforms. Use the following questions to help prompt your discussion:
   - What do some colors represent?
   - What colors are soldiers' uniforms?
   - What colors do sports teams often choose? Do they have symbolic importance, for example are they local, state, or national colors?
   - Would it be confusing to watch a sports event if both teams were wearing the same uniform?

8. Discuss the style of a uniform and its importance. Explain that the style of a uniform usually relates to a uniform's function and the sort of activities a person engages in while wearing it.

9. Most sports uniforms are designed to help the athlete move easily. Some sports uniforms are also designed to protect the wearers, to cover their bodies as much as possible. Ask students, "How does the design of a baseball uniform help a player?" "Does a baseball uniform provide protection?"

10. Discuss that patches and logos are important parts of uniforms. Ask students about the patches and logos they have seen on soldiers, police, or on the uniforms of company employees. Each patch and logo gives information about the person and their job.

11. Ask students some questions related to patches and logos on sports teams' uniforms and what they represent. For example, with baseball teams, patches and logos can give the following information:
   - The team logo
   - The person's number
   - Patches related to the team's history
   - Patches related to major events in baseball, local history (i.e. a city's founding), or national history (i.e. 9/11)
   - Memorial patches for people associated with the team

12. Introduce the activity.
1. Ask students to imagine that they have been commissioned to design fans' gear for your local team. The designs could include shirts, caps, jackets, etc.

2. Students' designs should include:
   - The colors of the uniform.
   - The style of the uniform.
   - The patches and symbols on the uniform.

3. Provide students with the appropriate art materials necessary to create their fan gear.

4. Ask students to write a 1-3 page report explaining their design choices. They should address why they chose to use the style, colors, and patches on their design.

Conclusion:

To conclude this lesson, have students reflect on the role of uniforms. How does a uniform strengthen a team? Can a group of people be identified as being part of the same group without a uniform?
Uniform Photos

Photograph 1