Objective: Students will be able to:

- Reflect on the information gained from their learning experience with the Baseball Hall of Fame.
- Work collaboratively to make the ideal equipment for a baseball team.

Time Required: 1 class period

Materials Needed:
- Role cards (included) - 1 copy for each group of 3 students
- Ribbons/Awards (included) - 1 for each student
- A variety of art and household materials such as:
  - String, yarn, or ribbon
  - Aluminum foil
  - Modeling clay
  - Cloth rags
  - Plastic bags
  - Cotton balls
  - Paint, markers, crayons
  - Glue
  - Scissors

Vocabulary:

Asset - A useful or valuable quality, person, or thing

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

Persuade - To win over to a belief or to a course of action by argument or earnest request
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.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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.

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

Now that students have a firm understanding of the development of equipment used in baseball, they can showcase that knowledge by creating the ideal equipment for a baseball team of their choice.

1. Divide students into groups of 3.

2. Give each group member a card that states their role in the creative process. Roles are as follows:
   - Glove manufacturer
   - Bat builder
   - Ball creator

3. Explain that the role cards indicate that within each group, each member will trade off leadership roles. The role cards show which student will be the team captain for each aspect of equipment design. Students are to work together to utilize what they have learned to create all pieces of equipment.

4. After the assignment has been introduced, distribute art supplies evenly among the groups. Remind students to consider not just the aesthetics of the equipment, but the materials they want to use and why that material would be beneficial.

5. Once groups have completed their equipment, have each small group present their final product to the class. Have students pretend that they are presenting their equipment ideas to the owner of a real major league team. They should try to persuade the owner why the team should adopt the new types of equipment. Students should address the question, “Why would your equipment be an asset to the game of baseball?”
Conclusion:

To complete this activity and check for understanding, hold a class discussion in which the different equipment models are compared and contrasted. Pass out award ribbons to every student (included). Finally, have students write a journal entry addressing the effects of using their equipment in a real major league game. What would happen? How might the use of the new equipment change the game?
Role Cards

<table>
<thead>
<tr>
<th>ROLE CARD</th>
<th>You are the <strong>Glove Manufacturer</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You will act as your team's leader when your group works to design and build a glove.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE CARD</th>
<th>You are the <strong>Bat Builder</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You will act as your team's leader when your group works to design and build a bat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE CARD</th>
<th>You are the <strong>Ball Creator</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You will act as your team's leader when your group works to design and build a ball.</td>
</tr>
</tbody>
</table>
Ribbons/Awards

- Best Presentation
- Best Predicted Performance
Best Aesthetics
Of Equipment
(I like how it looks!)