Lesson 5 – Post-Visit
Popular Culture of the Past

Objective: Students will be able to:
• Make observations about artifacts based upon physical attributes.
• Classify a variety of objects in order to compare and contrast.
• Analyze previously collected data in order to place items into groups.
• Analyze information in order to create a hypothesis about the origin of an artifact.
• Create alternative hypotheses based upon available information in order to understand that some information can be interpreted in multiple ways.

Time Required: 1-2 class periods

Materials Needed:
- Printed copies of "Baseball Pop Culture Artifact Images" (included)
  **Photographs for Educational Purposes Only**
- Printed copies of "Baseball Pop Culture Artifact Information Sheets" (included)
- Printed copies "Curator Observation Worksheets" (included)
- Magnifying glasses (optional)

Vocabulary:
Artifact - Any object made by human beings, especially one meant for repeated use
Curator - A person who manages or oversees a museum or library collection
Hypothesis - A theory formed from the consideration of established facts
Observation - Watching, viewing, or noticing something for a special purpose
Applicable Common Core State Standards:

**CCSS.ELA-Literacy.RF.3.3, RF.4.3, RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CCSS.ELA-Literacy.RF.3.4, RF.4.4, RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-Literacy.RI.3.4, RI.4.4, RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade-appropriate topic or subject area*.

**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.4.8** 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.5.8** 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.

**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.
1. Open the lesson by asking students to think back to their learning experience at the Baseball Hall of Fame and Museum. Talk about how museums are places where visitors can see many different artifacts and learn about them.

2. Ask students, “What sorts of artifacts do you remember seeing at the Baseball Hall of Fame?” Bats, gloves, uniforms, World Series rings, etc.

3. Review that as a museum, the Hall of Fame organizes its artifacts into exhibits – each one has a theme and each one tells a story. Ask students, “What exhibits do you remember seeing? What stories did the exhibits tell? How did the artifacts help you learn more about that story?”

4. Discuss that the Hall of Fame has very old artifacts from over 150 years ago, artifacts from the most recent baseball season, and artifacts from the decades in between.

5. Review that some of the artifacts relate to baseball popular culture in America. Popular culture artifacts help the Hall of Fame tell the story of baseball fans. The things people read, play with, watch, and listen to help us think about the ways that fans have enjoyed baseball in the past and today.

6. When museum curators come across an artifact for the first time, they do research to find out more about it. They also make very careful observations. They measure the size and weight of the object. They look to see what the object was made of and think about how it might have been made. The research and observations together help curators form a hypothesis about what the artifact is, how it might have been used, and what it can tell us about daily life a long time ago.

7. Introduce the activity by explaining that students will now have the opportunity to practice some of the skills that museum curators use every day by looking at some baseball pop culture artifacts.
1. Divide the class into groups of 3 or 4 students.

2. Pass out one Baseball Pop Culture Artifact image and one Curator Observation Worksheet to each group (included).

3. Each group should spend several minutes observing their Baseball Pop Culture Artifact, and answering the observation questions on Page 1 of the Curator Observation Worksheet.

4. Once the students have completed their observations, facilitate a discussion about their lists. For each type of observation they have made (i.e. shape), have them create sub-categories in which to place each item (i.e. square items, etc.).

5. Have students record the categories that their object belongs to on Page 2 of the Curator Observation Worksheet.

6. Now explain that students will be creating hypotheses about their items - a hypothesis is a theory based on facts. For each item, students should form a hypothesis explaining what they believe their object to be. Students should record their hypotheses on Page 2 of the Curator Observation Worksheet.

7. Student should use their observations, and prior knowledge to write a brief paragraph supporting their hypothesis. Students should address why they believe their hypothesis to be correct and how they arrived at that conclusion.

Conclusion:

To conclude this lesson, pass out the "Baseball Pop Culture Artifact Information Sheets." Compare students' findings with the actual information on their items. How accurate were their observations? How accurate were their hypotheses? To check for understanding, have students write a paragraph addressing what the next steps in the investigation process would be after observing an object.
Curator Observation Worksheet

Group Names:
___________________________
___________________________
___________________________
___________________________
___________________________

Directions - Look carefully at your artifact and answer the following questions:

1. What shape is this object?_____________________________________

2. What colors are this object?____________________________________

3. Is there any writing on the object?
_____________________________________________________________
_____________________________________________________________

4. Is there a date anywhere on the object?__________________________

5. What material do you think this object might be made of?
_____________________________________________________________

6. Have you ever seen anything like this object before? Where?
_____________________________________________________________
_____________________________________________________________
7. What do you think this object might be used for?

________________________________________________________________________

________________________________________________________________________

8. Who do you think might have used this object?

________________________________________________________________________

________________________________________________________________________

9. Into which categories does your object fit?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

11. Form your hypothesis. What do you think this object is?

________________________________________________________________________

12. Write a paragraph in support of your hypothesis.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Baseball Pop Culture Artifact Images

Artifact #1
Artifact #2

Casey at the Bat

1

It looked extremely rocky
for the Mudville nine that day
The score stood four to six
with but an inning left to play
And so when Cooney died at first
And Burrows did the same
A pallor wreathed the features
Of the patrons of the game.
Artifact #5
Artifact #6
Baseball Pop Culture Artifact Information

Artifact #1 - Apron

Object Date: 1948

Description: This white and red apron was made to celebrate the Cleveland Indians' American League pennant win and World Series appearance in 1948. The apron was created using cut up pieces of a red Cleveland Indians pennant. A picture of the team mascot (Chief Wahoo) was sewn onto left pocket.

Material: White cotton and red wool

What Is It Used For? Aprons are normally worn over the top of clothes to keep clothes clean while cooking or doing other messy activities.

Who Used It: This apron was hand made by Cleveland Indians fan Nona Lou.

History: The Cleveland Indians won the World Series in 1948, defeating the Boston Braves 4 games to 2.
Artifact #2 - Drinking Glass

**Object Date:** unknown

**Description:** This glass is part of a set of 13 glasses, printed in various colors with cartoon images depicting baseball players and fans on one side, and lines from the poem "Casey at the Bat" on the other side.

**Material:** glass

**What Is It Used For?** This is a drinking glass, although it may never have been used.

**Who Used It:** We are not sure.

**History:** The poem "Casey at the Bat" was written in 1888 by Ernest L. Thayer. It is one of the most well-known baseball poems of all time.
Artifact #3 - Fan

Object Date: 1872

Description: This is a folding fan with decorative cut outs at the ends of each leaf. The leaves are connected with a red ribbon. The words written on the fan are signatures of the players from the 1872 Boston Red Stockings.

Material: wood

What Is It Used For? Hand-held fans like this are used to keep people cool on hot days.

Who Used It: We don't know, but we can guess what that person was like. Fans such as this one were mostly used by women during the 1870s, so this object's owner was probably a woman or a girl. The woman or girl who used it was clearly a big fan of the Boston Red Stockings, and was brave enough to ask players for their signatures. She might have taken this fan with her to keep cool in the grandstand.

History: The 1872 Boston Red Stockings played in the years before the American League and National League existed. They were part of a league called the National Association. In 1872, they were the best team in the league, winning 39 games and losing only 8.
Artifact #4 - Candy Box

**Object Date:** 1890

**Description:** This is a wooden box with a lid. The label reads "New York Champions Penny Sweet Chocolates Can't Be Knocked Out". It shows a batter and a catcher.

**Material:** wood

**What Is It Used For?** This box stored penny candy, and also would have displayed the candy as it sat on a shelf or counter top.

**Who Used It:** At one time, this box held and displayed candies at a store. What store exactly? That's anyone's guess, but the store was probably close to New York City, since the "New York Champions" refers to the New York Giants.

**History:** Penny candy first got its name because it cost one penny. A person could buy just one piece, or many pieces. Most people bought penny candy from drug stores, general stores, and candy shops.
Artifact #5 - Game

Object Date: 1940

Description: This is a table top game machine with 4 games in 1. Games that can be played on it are: Put-In-Take, Baseball, Colors, and Bagatelle. The cartoon characters are meant to look like players and fans. There are ten small metal balls which can be put into play using the spring.

Material: wood, paper, metal

What Is It Used For? This game is an early version of what we would now call "pinball."

Who Used It: We don’t know, but both children and adults have enjoyed games such as this one.

History: Pinball became popular during the Great Depression in the 1903s. Both children and adults liked the game because it was a cheap form of entertainment. Tabletop machines like this one were made starting in 1931. Legs were added to the machines to keep players from tilting the table to improve their chances of winning.
Artifact #6 - Game

Object Date: 1913

Description: This is a game titled *Major League Indoor Base Ball*. Inside, one side has a baseball diamond and "dugout" in which to set the team roster. The other side has a large colored spinner. Included in the game are strips of paper each containing a full roster for each major league team and small wooden token "players."

Material: wood, paper, metal

What Is It Used For? This is a baseball board game. The spinner in this game randomly determines the outcome of each play. For 25¢, players could purchase new and updated roster sheets for each season.

Who Used It: We don’t know, but both children and adults have enjoyed games such as this one.

History: The first baseball-themed board game was made in 1866.