

LESSON PLAN 9

American Culture & Baseball

By
Dr. Samantha Averett

Rationale:

As we become more interconnected it is important to share our culture with others and to respectfully engage in other cultures.

Standard(s):

C3 NCSS

1. D2.Civ.10.K-2. Compare their own point of view with others' perspectives.
2. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Objectives:

1. Determine the importance of culture.
2. Determine the importance and impact of sharing culture.
3. Demonstrate knowledge and practical application of historical skills (analysis, sourcing, and corroboration).

Activity:

1. Students will analyze the documents.
2. Students will create a claim based on documents.
3. Students will respond to examination prompts.

Guiding Questions:

1. How important is culture?
2. How do we share our culture with others?
3. How do we respect and appreciate the cultures of others?

Sources:

1. Documents
 - a. Woodrow, Wilson. *Wilson School Doodles*. Photograph.
<https://www.woodrowwilson.org/blog/2019/12/23/presidential-baseball>
 - b. Woodrow, Wilson. *President Wilson's Attendance Card*. Photograph.
<https://www.woodrowwilson.org/blog/2019/12/23/presidential-baseball>
2. Newspaper Article
 - a. Excerpt from Unknown, *The Atlanta Constitution* "Baseball Follow the Flag to War Zone of Europe, England Accepts Great American Game Come to Stay," 13 Oct 1918, 3,
<https://www.newspapers.com/image/legacy/26958376/?terms=king%20George%20V%20and%20Baseball&match=1>

Suggested Lesson Plan:

1. Warm Up –
 - a. Lead a whole group discussion to discuss the term culture.
2. Examine – the picture of the baseball
 - a. Discuss what they see think and wonder about the baseball
 - b. Why is baseball considered apart of American culture?
 - i. Video - <https://www.youtube.com/watch?v=UBOTqihbMgs&t=232s>
 - ii. Question to Consider – What roles has baseball played in your life, family, or community?
 - c.
3. Discuss or examine
 - a. For K-2 grade students – Teacher will project images (Document B and C) and lead a discussion asking children how the images support the claim that President Wilson loved American Baseball.
 - b. For 3-5 grade students – The students will examine the documents (Document B and C) and highlight evidence to support the claim that President Wilson loved American Baseball.
4. Discuss or examine
 - a. For K-2 grade students - Discuss the narrative regarding the baseball game, asking the students how President Wilson’s sharing his culture impacted the public in England.
 - b. For 3 -5 grade students – Examine the newspaper article (Document D) and the students will highlight evidence to answer the question how President Wilson’s sharing his culture impacted the public in England
5. Evaluation –
 - a. For K-2 grade students - Students will draw a picture that shows them sharing their culture with others or an item from their culture that they would like to share with the class.
 - b. For 3 -5 grade students – Students will write about a time they shared their culture with others or write about ways were share our culture in school with others?
 - c. Exit Ticket – for both grades, why is important to share your culture with other people, why is important for people to share their culture with you, how should we engage with people share their culture with us?

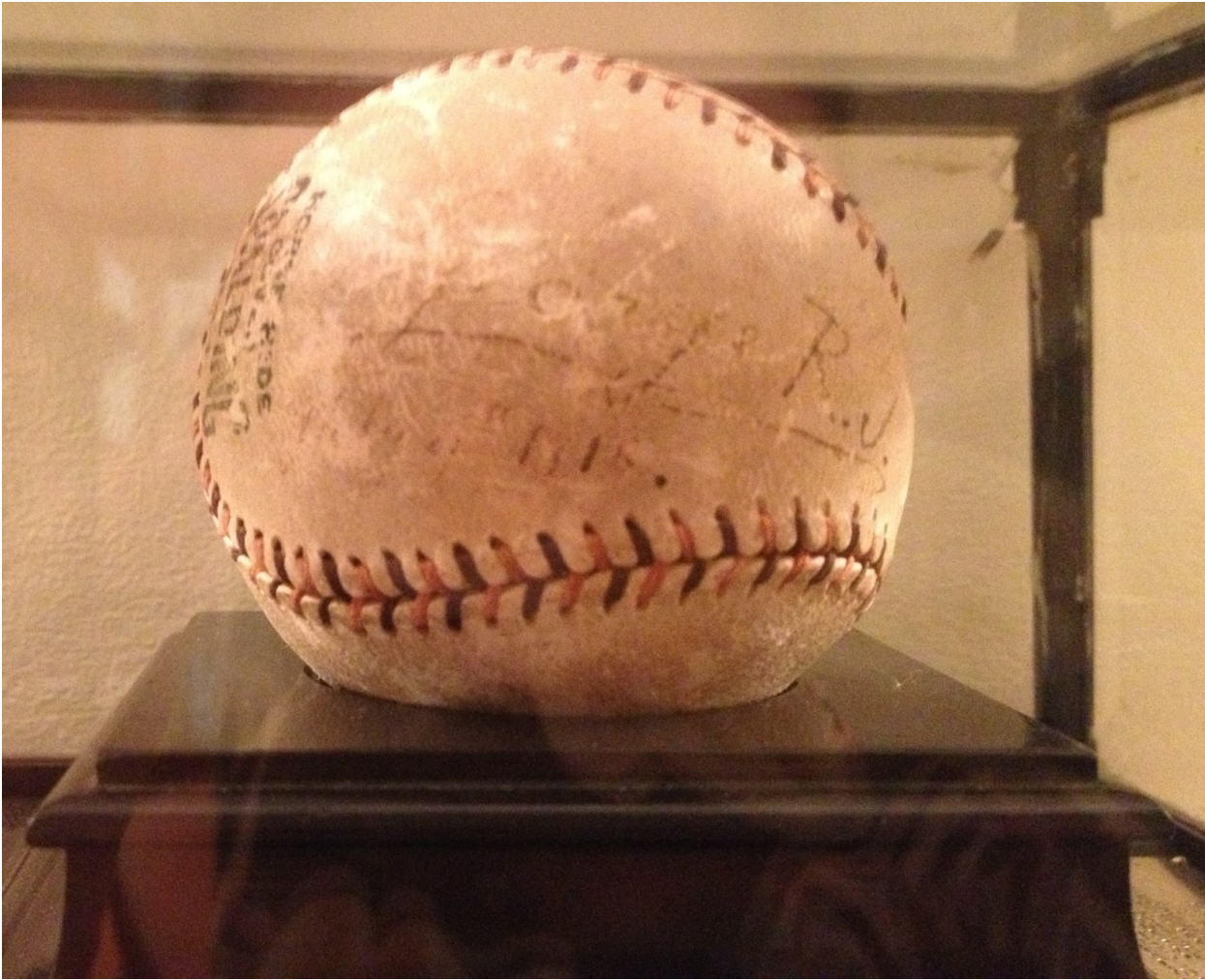
Suggested Grade Level:

This lesson is suggested for elementary age children.

Suggested Lesson Pace:

Schedule Type	Rationale
80 minute Block Schedule	This lesson structure may take one class period. Students will be able to complete the entire lesson in one class period.
45 minute Block Schedule	This lesson structure may take two class periods. Students will complete step one, two and three in the first class period. Then step four and five in the second class period.

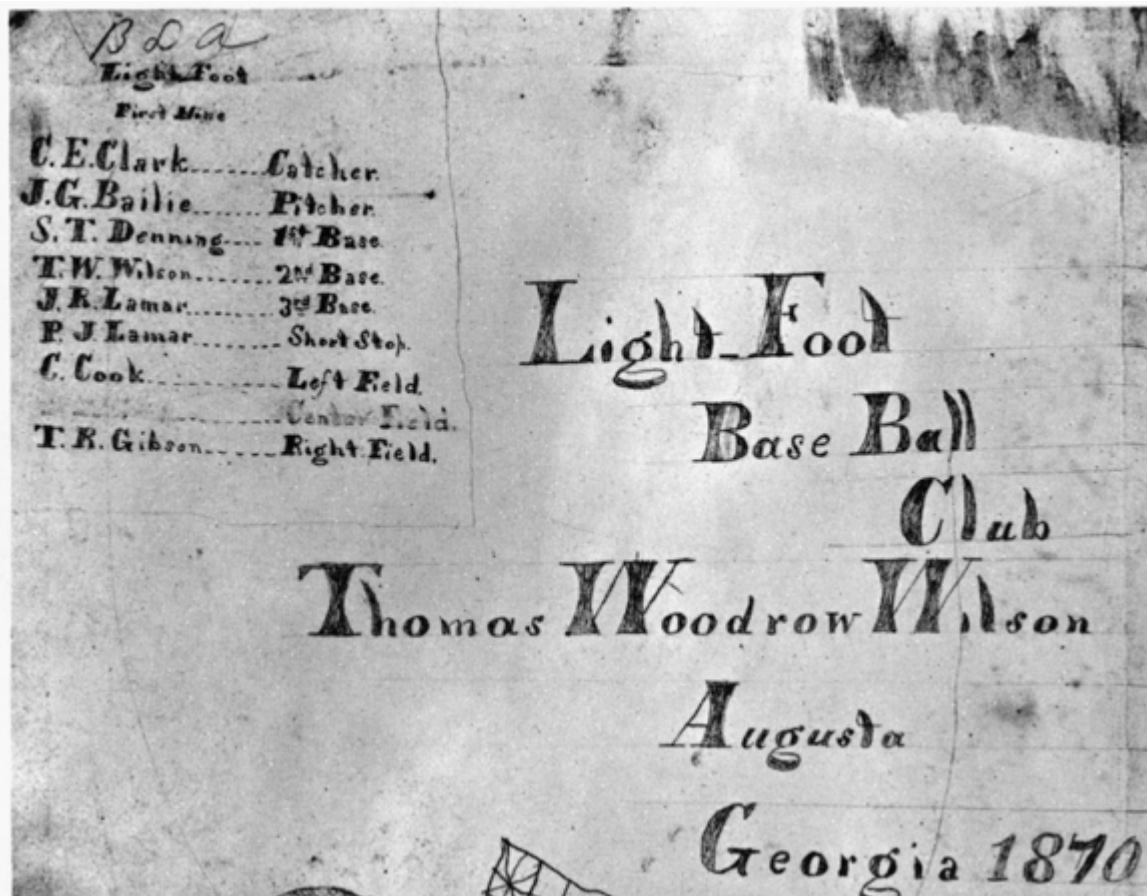
Document A



Source: Courtesy of the Woodrow Wilson House.

[Note: the baseball was signed by King George V during a baseball game that was played in England during the conclusion of World War I.]

Document B



The earliest historical evidence produced by Woodrow Wilson were doodles written in a school geography textbook in 1870. Alongside drawings of a greyhound and hot air balloons, there is a sketch of a baseball diamond and two line ups of the Light Foot Base Ball Club of Augusta, Georgia. As second baseman and club secretary, Wilson clearly had a great interest in the game from a young age.

Source: Wilson School Doodles <https://www.woodrowwilson.org/blog/2019/12/23/presidential-baseball>

Document C

Date	Location	Score	Game Notes
04-10-1913	Washington, D.C.	Senators 2	Threw out first pitch. First game as Yankees (Highlanders).
		Yankees 1	
04-23-1913	Washington, D.C.	Senators 3	Second of a four game series.
		Red Sox 8	
04-24-1913	Washington, D.C.	Senators 3	Third of a four games series.
		Red Sox 6	
04-25-1913	Washington, D.C.	Senators 5	Third of a three games series.
		Red Sox 4	
05-29-1913	Washington, D.C.	Senators 5	Stayed all nine innings
		Red Sox 2	
08-02-1913	Washington, D.C.	Senators 3	Walter Johnson Day
		Tigers 2	
07-14-1914	Washington, D.C.	Senators 0	Stayed nine innings.
		Tigers 2	
04-14-1915	Washington, D.C.	Senators 7	Threw out first pitch.
		Yankees 0	
10-09-1915	Philadelphia, PA	Phillies 1	First to attend a World Series Game. Threw out first pitch of Game 2.
		Red Sox 2	
04-20-1916	Washington, D.C.	Senators 12	Threw out first pitch.
		Yankees 4	
05-24-1918	Washington, D.C.	Senators 2	Red Cross benefit game. Sixteen-inning tie.
		Tigers 2	
President Woodrow Wilson Baseball Games Attendance Log			

President Wilson’s attendance card.

<https://www.woodrowwilson.org/blog/2019/12/23/presidential-baseball>

By Patrick O'Flaherty.

London, October 3.—Baseball follows the flag.

When our war ends and the hundreds of thousands of American soldiers and sailors who are now on British soil go home to be demobilized, they will leave professional baseball firmly rooted in British hearts.

Already plans are being laid for the incorporation after the war of professional teams representing Chelsea and the Arsenal in the metropolitan area of London, Sheffield, Manchester, Birmingham, Leeds, Edinburgh and Glasgow, in a professional Anglo-American league. Already an exhibition game by teams of soldiers and sailors has drawn 7,000 people in Glasgow, and the Fourth of July game on the Chelsea football grounds, Stamford Bridge, London, which was attended by King George, drew 28,000. Already, one of Spalding's National league official baseballs, autographed with the "George, R. I." of the king, is on its way to the white house in Washington.

Already, baseball in Britain is a paying proposition.

It has introduced Sunday sport in England, a thing which was hitherto unheard of over here. It has carved out a playing field on the sacred green of Hyde Park, a thing which also is without precedent. And its first season, starting May 1, ending August 24, and playing Saturday and Sunday games only, has cleared about \$75,000.

During the war, however, its profits are to be devoted to approved British war activities. This season its clearings will be divided between the British Red Cross, the Canadian Red Cross and St. Dunstan's, the home for blinded soldiers, organized and run by Arthur Pearson, the blind publisher.