



A Unit for Spark Camp 2016
Sixth Grade
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4 August 2016

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Introduction

Rationale

For the past 150 years, Baseball has been interwoven into the fabric that makes American culture. Whether it be accounts of soldiers who were foe during battle and friends playing ball at the end of the day or a new mother dressing her son in a “Daddy’s Little Slugger” onesie to take him home from the hospital, baseball touches every facet of American life.

In my unit, Take Me Out to the Ballgame, I have students explore the concept of culture through the lens of baseball. Why is baseball an integral part of the American experience? How has baseball influenced American life socially, politically, and economically? These are just two of many questions posed to students in my unit. In my unit, students examine how culture influences life by learning how to think like an historian; thinking critically about content and material artifacts and presenting them in such a way that demonstrates to an outsider how the culture of baseball influences life.

I believe that the skills, content and concepts in this unit are important for students to learn for many reasons. At least a basic knowledge of baseball is essential to understanding the American experience. Whether you are a historian, a sociologist, or a teenager just seeking to understand popular culture references, in America, understanding baseball and all its pieces; from histories and economic impact to the sights, sounds, and smells of a ballpark, is absolutely essential.

My unit blends the importance of the content with the importance of the concept, Culture Influences Life. I believe that it is imperative that students understand that many of the things we do and the decisions we make are a direct product of our culture and the ways that culture has the potential to influence life are immeasurable. The study of this concept enables students to think beyond themselves and begin to grapple with the cultural influences that shape everyday life.

In my unit, students not only use critical thinking skills to work to understand the cultural impact of the content, but used their skills as budding historians and/or curators and archivists to demonstrate their knowledge of the content while conveying the concept. I feel that these skills are important to students because they allow the student to synthesize the information and present it in a new format to new eyes. While working to do this, they also had to use their critical thinking skills do things such as posing solutions to dilemmas and grouping and labeling information in a way that challenged them to think about the content and concept differently and through a new lense.

Differentiation for Gifted Learners

This unit is beneficial and appropriate for gifted learners because it first challenges them to think beyond the basic information-gathering step of learning. The content topic of baseball, although seemingly simple and innocent is actually very complex. It requires students to understand not only the basic tenets of the sport, but also requires them to look into the cultural and social history of the sport as well as the cultural and social mores in American culture that the sport itself has influenced. The impact baseball has had on American culture is undeniable and as a life-long learner, gifted students need this basic understanding to unlock knowledge across disciplines. From history and literature to music and statistics, understanding baseball on a fundamental level is essential.

The unit features lessons designed for gifted learners that goes far beyond a “data dump” and that challenges students to think creatively and critically. Whether it be a Socratic Seminar, a Kohlberg Dilemma, or a Taba Concept Development lesson, the lessons challenge students to not only understand the content, but work with the content in a way that guarantees a deeper level of comprehension. The lessons also provide for an acceleration that is beneficial to gifted students and they also provide an open and collaborative learning environment that is appropriate for this group of students. The elementary understandings of the sport that would be taught in-depth in regular classes is reviewed to make way for deeper learning through more complex subjects within baseball.

The Performance Task for the unit asks students to “create a new wing of the Baseball Hall of Fame that contains exhibits that connect the history and culture of baseball to American life.” Through this process, students have to have a deep and complex understanding of the concept, culture influences life to begin to connect the history and culture of baseball to American life. They have to think creatively and deliberately about how to convey their knowledge and understanding to the general population. I believe that this is appropriate for gifted learners because it challenges them to stretch their understanding of the topic and asks them to create a product to educate others. It goes beyond simple understanding and asks the students to work with the information in a new and different way.

Overall, I feel that my unit is beneficial and appropriate for gifted learners because it offers students an opportunity to approach a content and concept in a challenging and creative learning environment that allows them to be creative and be in charge of their own acquisition of knowledge. Students are allowed to approach the content, the process, and product at a level that is appropriate for them as gifted individuals.

The Population of Gifted Children for Whom the Unit is Intended

I designed this unit to be universally applicable to gifted children of all socioeconomic backgrounds, levels of interest, and achievement level. Baseball is a sport of which everyone has a basic concept. For some students, the level of prior knowledge is broken down: There is a ball. Generally, there are three bases. One person throws the ball; one person hits the ball. Three strikes and you are out. For other students, they are actively debating the role of the designated hitter or arguing the Curse of the Bambino. Many students are somewhere in between.

Many think that baseball is the great cultural unifier, and for this unit, that theory is no different. I designed my unit so there is no basic level of prior knowledge needed to be successful. Everyone can contribute and be active participants in this unit. This unit has no prerequisites for socioeconomic background. It does not matter where you come from, how much or how little your family has, this unit is approachable to all. It does not speak exclusively to students who actively play baseball or have grown up attending games. The conceptual understanding that culture influences life is the most important aspect of the unit. It is not as important that students remember dates, wins, and losses; having the student be able to make conceptual connections across subject areas is what is important, and subsequently accessible to all.

Student talents and interests can be wide ranged; the performance task is written in such a way as to spark the creativity of the student and use their pre-existing talents and gifts to help them achieve success. I would recommend the unit be taught to students ages 10 and older solely based on the fact that when discussing the concept of culture influencing life, there is the potential for some emotionally advanced conversations concerning mature topics and ideas.

Baseball itself reflects the cultural backgrounds of the students. We discussed baseball as an all-white game, the introduction of African American players in the Negro League and then eventually Major League Baseball, and the increase in popularity of baseball in Hispanic and Latin countries and how that has changed the cultural landscape of baseball. Everyone in my classroom could find themselves culturally represented in the discussion and through the work in the performance task.

Goals and Outcomes

Content Goals and Outcomes

Goal 1: To develop an understanding of baseball and how cultural contributions from baseball led to the development of the United States (influencing life).

Students will be able to...

- A. Explain the impact the sport of baseball has had on American culture and their lives as individuals (in popular culture, common vernacular, etc...).
- B. Define and describe “material culture,” as it applies to both the past and the present.
- C. Discuss the challenges and obstacles of preserving material culture for the future by deconstructing the preservation process (through handling materials as well as evaluating online exhibits through video and photographs).

(From North Carolina Standards)

Process Goals and Outcomes

Goal 2: To develop critical thinking skills with application to baseball (social studies/history)

Students will be able to...

- A. Identify the challenges of preserving cultural examples for future generations.
- B. Hypothesize on exhibits that achieve a particular goal by evaluating the exhibits based on the effectiveness of the exhibits’ abilities to use culture to influence life.
- C. Assess the value of certain methods of preservation and presentation by viewing videos and information on the National Baseball Hall of Fame and evaluating their processes.
- D. Analyze positions and solutions (through primary and secondary sources) to a dilemma while offering evidence to support their reasoning.
- E. Apply knowledge in order to effectively engage in a discussion that builds on materials read, one’s own thoughts and experiences, and responses to peers’ thoughts and ideas
- F. Express themselves clearly when speaking in a group or engaging in a collaborative discussion with peers

(From North Carolina Standards)

Concept Goals and Outcomes

Goal 3: To understand the concept of culture

Students will be able to...

- A. Draw conclusions and make generalizations about the role baseball has played in American culture.
- B. Discuss materials culture by uncovering why some pieces of material culture persist in popular culture and others do not in order to better understand trends in popular culture and what Americans deem valuable.
- C. Discuss morals as they pertain to American culture to better understand a specific dilemma.
- D. Respond to major events in a text and apply, extend, and expand on concepts.

(From North Carolina Standards)

Assessment Plan

Taba Concept Development Lesson:

Through the steps of a Taba lesson, (listing, grouping, labeling, and regrouping) students make generalizations about the concept of culture based on their understanding established in the lesson. I use the post-lesson questions and the existing groupings and lists to encourage students to reflect on the decisions they made while grouping and regrouping. Students exhibit their depth of knowledge by reflecting on the activity with the goal of coming to the conclusion that culture influences life.

Exit Ticket:

Students will be asked to explain the relationship between the concept of culture and America's favorite pastime, baseball. They will write an exit ticket explaining the relationship between American culture and baseball, solidifying their understanding of the day's lesson.

Simulation:

Students will participate in a simulation that gives them the opportunity to become museum personnel for the day. Their job is to consider the importance of material culture as it pertains to baseball and American society. They will design museum exhibits tailored to certain demographics using certain material objects. Through a random draw, students will choose roles and will assume those roles with specified responsibilities. After the simulation, students will have the opportunity to report their findings along with their conclusions and any reasonings.

Mission Statement:

Students are grouped and instructed to create a mission statement for one of these museums that contains what they have come to be true about being a historian/museum personnel and also about the commitment to baseball (if applicable). Students will also be encouraged to consider the essential understanding "Culture influences life" when constructing their mission statement. Mission statements will be collected and shared. Students will be able to view each statement and offer "plus" and "delta" comments to strengthen the statements. While reviewing the mission statements, the students will look for evidence of the conceptual lens of culture and how it influences life.

Exit Ticket:

Students will be asked to consider the bigger picture (culture) and the role baseball has on culture. They will answer, as an exit ticket: How does culture shape how we see the world (baseball and its impact)?

Kohlberg Dilemma:

After reading a dilemma provided to them by the teacher, students will be asked to identify a position that should be taken and state one to two reasons why that position is best. Students will choose from the identified solutions and will justify the major reasons for this choice. This step will be written down. In small groups, students will share their reasons for the position they have taken. Small group discussion will take place. Students will discuss their reasons and select the best two to three reasons that support their decision. Following the group discussion, students will review the discussion and answer the following questions: How are there gender differences in the solutions to the dilemmas? How are there differences in the solutions to the dilemmas based on your familiarity with baseball or the actual dilemma? If there are differences, describe them.

Quick Write:

Students will demonstrate their depth of knowledge of the concept by responding to the following prompt: In what ways does culture influence life?

Socratic Seminar:

Teacher will pose the key question and ask participants to relate their statements to particular passages, to clarify, and to elaborate. Additional questions will be used to move the discussion along. The main ideas discussed and the contributions people make will be recorded for the debriefing process. The teacher will record contributions made by students. Students will also be encouraged to record statements made by other students that they feel are particularly valuable or thought-provoking.

Performance Task

Historians, archivists, and museum curators not only have the job of making history come alive, they are tasked with showing the general population how culture influences life through very specific lenses such as social and racial demographics (e.g. American Indian Museum, African American History Museum) and aspects of personal interest (e.g. American History Museum, Baseball Hall of Fame) to name a few.

As a member of a museum preparation team, you have been commissioned to create a new wing of the Baseball Hall of Fame that contains exhibits that connect the history and culture of baseball to American life. Before creating your new wing/exhibit, you must pitch your idea to the museum's Board of Directors for approval highlighting how each selected artifact serves to connect the history and culture of baseball to American life. In addition selecting artifacts for the new wing, your team must work together to build the opening display for the exhibit that captures the essence (culture influences life) of your wing/exhibit. Remember to include a variety of artifacts and/or information that help to achieve the following goal: the new wing must contain exhibits that connect the history and culture of baseball to American life. You will help the patrons not only learn about baseball, but helps them connect the history and culture of baseball to their lives.



Performance Task Rubric

	Excellent	Competent	Needs Work
Knowledge/Understanding	The information provided in the museum exhibit represents a thoughtful compilation of knowledge that goes beyond class discussions and assigned reading. Material is relevant to the mission of the exhibit.	The information provided in the museum exhibit represents a thoughtful compilation of knowledge addresses class discussions and assigned reading. Material is mostly relevant to the mission of the exhibit.	The information provided in the museum exhibit represents a compilation of knowledge that does not address discussions and assigned reading. Material is not relevant to the mission of the exhibit.
Thinking/Inquiry	The museum exhibit shows a highly developed understanding of the concept. The application of the concept in the exhibit is apparent to the audience.	The museum exhibit shows a moderately developed understanding of the concept. The application of the concept in the exhibit is not fully apparent to the audience.	The museum exhibit shows little to no understanding of the concept. The application of the concept in the exhibit is not apparent to the audience.
Use of Visual Aids	The museum exhibit uses appropriate visuals that effectively convey the mission of the exhibit to the audience.	The museum exhibit uses appropriate visuals, but sometimes fails to connect the mission of the exhibit to the visuals being displayed.	The museum exhibit fails to use appropriate visuals or fails to connect to the general mission of the exhibit . Audience sees disconnect between mission and exhibit.
Presentation Skills	The presenter speaks clearly and loudly, uses eye contact frequently. Engages the audience through body language and appropriately exciting presentation style.	The presenter speaks clearly and loudly, but has a tendency to trail off or change volume abruptly. Sometimes fails to use eye contact. Fails to engage audience at times through the use of body language and presentation style.	The presenter does not speak clearly and loudly. Audience has difficulty understanding and/or hearing speaker. Fails to use eye contact and fails to present in a manner that engages the audience (positive body language and presentation style).

Day One Icebreaker

Students will be asked to stand in a corner of the room if each of the following things are familiar or unfamiliar. This will help to establish the student's familiarity with baseball and/or things related to the topic.

- You have played baseball
- You have heard the term Grand Slam
- You have been to a Durham Bulls game
- You have heard the term "hit it out of the park"
- You have been to a Major League Baseball game
- You have heard the term "rain check"
- You have heard someone say, "It ain't over 'til it's over."
- You have watched a baseball game on television
- You have heard the term "It's a whole new ball game."
- You can sing "Take Me Out to the Ballgame."
- You have seen a baseball movie such as *The Sandlot*, *Bull Durham*, *The Rookie*, *Field of Dreams*, etc...
- You have heard the term "Three strikes and you're out."
- You have heard the term "touch base."
- You have heard the term "the boys of summer."
- You have heard the song "Centerfield" by John Fogerty.
- You own or wear a baseball cap regularly.

Students and teacher will discuss briefly what these references are, what they mean, and how they relate to baseball and American culture as a whole.

Lesson Plan Day One

TEACHER NAME		Lesson #
Shai Cullop		1
MODEL	CONTENT AREA	GRADE LEVEL
Taba Concept Development	Social Studies	Sixth (Eighth Grade Standards)
CONCEPTUAL LENS		LESSON TOPIC
Culture		Baseball
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States.</p> <p>8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Culture influences life		In what ways does culture influence life?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> ● Culture is a way of life of a group of people—beliefs they have, values they share, etc. ● Material Culture are items that people make, build, or use, such as clothing, architecture, print material (newspaper, advertisements, etc), technology, art, etc. ● Baseball has permeated American culture and reflects U.S. 		<ul style="list-style-type: none"> ● Students will be able to... ● Explain the impact the sport of baseball has had on American culture and their lives as individuals (in popular culture, common vernacular, etc) ● Draw conclusions and make generalizations about the role baseball has played in American culture. ● Define and describe "material culture," as it applies to both the past and the present. ● Evaluate the role of artifacts in preserving history through the observation of artifacts and through discussions of their cultural worth. ● Discuss material culture by uncovering why some pieces of material culture persist in popular culture and others do not in order to better understand trends in popular culture and what Americans deem valuable.

	<ul style="list-style-type: none"> ● Identify the challenges of preserving cultural examples for future generations. ● Work collaboratively in a group.
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GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ● What is culture? ● What are some examples of culture in everyday life? ● What is material culture? ● How does culture impact our lives (personally and globally)? 	<ul style="list-style-type: none"> ● When pondering what types of things are considered culture, what are some reasons baseball “counts” as culture or reasons it might not? ● How does baseball defy your current definition of what is “cultural”? ● What types of material culture are associated with baseball? ● What possible problems or challenges might be associated with preserving material culture so that it survives for a long time? 	<ul style="list-style-type: none"> ● What is the relationship between American culture and baseball? ● Why is it that when we think of things being “quintessentially American,” baseball-related items and artifacts come to mind? ● Do you foresee any difficulties preserving any of these material culture examples for the next 100 years? Why or why not? ● Why might people in the future know/not know how to access or use these examples of material culture? ● How did today’s lesson shape your view of culture? ● How did the process of listing, grouping and regrouping lead you to a fuller understanding of culture? ● In what ways does culture influence life?

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The readings and material artifacts used in the lesson are sophisticated and use advanced vocabulary and concepts.	Students engage in in-depth conversations and critical thinking as they analyze the concept of culture in depth and apply it to the subtopic of baseball. Students will apply their knowledge to group and regroup.	Students will produce a list of material items to submit as “candidates” for a time capsule, acknowledging the important role material culture has in society and its overall role within the concept of culture. This product is more suited to gifted students because it requires a synthesizing of information in addition to an analysis and understanding of past and current American culture in order to provide a list of recommendations for a time capsule.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

To begin, all students will engage in a discussion on time capsules. Students will discuss whether they have ever created a time capsule or seen a time capsule that was created in the past. This will provide students with common knowledge and understanding time capsules so they can move forward with a lesson focusing on material culture and its preservation. Students will also be introduced to the topic of baseball and be encouraged to brainstorm connections between baseball and time capsules.

Activity:

This activity will allow students to begin to make generalizations regarding the concept through their understanding of specific examples of culture as it pertains to baseball.

Students will observe examples of material culture as historians and archaeologists do. They will measure the size and weight of the object; they will think about how the object was used and how it was made. As a group, they will draw conclusions as to how the object was used and what it can tell us about the past and baseball's influence on culture. Teacher will ask about possible problems might arise when preserving material culture.

Students will have the opportunity to look at pictures of objects that are preserved in the Baseball Hall of Fame as well as personally collected artifacts. They will have the opportunity to study the objects (size, materials used to make the item, weight, use of the item, etc). They will predict how or why the object of past material culture has survived to the present day. Some questions students might consider: Where was the item kept before it was preserved? Was the item purchased by someone who collected all kinds of baseball-related artifacts? What are the difficulties with any of the items they have observed surviving for the next 100 years?

After evaluating items that have been preserved because of their value in American culture and baseball, students will produce a list of items that they will submit as candidates for a time capsule. Students will take into account the items' value in American culture and baseball

currently and the need for its preservation for future generations. Students will have a chance to share their lists in order to compare their perceptions of cultural value.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will brainstorm what the word culture means and how they have heard it used in everyday life (or at school). Students will summarize the list and the teacher will create a list from the shared information provided by each group.

Listing:

Students will read two news articles; one regarding baseball and American culture and one regarding culture in general. As students read, they will be expected to list elements from each article that describe what culture is or have give examples of cultural elements in baseball. Students will list at least twenty items and will be encouraged to make lists as detailed as possible (not vague responses).

Articles:

<http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>

<http://www.livescience.com/28945-american-culture.html>

<http://www.klouter.org/the-importance-of-baseball/>

<http://www.nytimes.com/1981/05/31/sports/what-is-baseball-s-meaning-and-its-effect-on-america.html?pagewanted=all>

Students will share lists. Teachers will make a comprehensive list on the board.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Grouping and Labeling:

In their groups, students will create smaller word lists based on similarities as they relate to culture. The groups of students will work together to decide which items in the list go together because they are alike in some aspect of culture. Students will compile at least three different groups, with at least three items in each grouping (items can be used only once).

The teacher will move about the classroom, checking in on the students' progress. During this time, the teacher will guide students using questioning to further their understanding of the concept, but will allow students to work to their own accord. As students complete their compilations, they will be encouraged to label their groupings. Students will explain these groupings and labels to the class and discuss similarities and differences among the groups.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Subsuming, Regrouping, Renaming:

Students will (in groups) be challenged to regroup items. The new groupings will be new categories of the groups' inventions. All items may be used again, but the categories themselves must be new, all categories must contain at least three items, and they must all be based on an aspect of culture. The groups will share their newfound groupings.

Generalizing:

After having gone through the steps of a Taba lesson (listing, grouping, labeling, and regrouping) students will make generalizations about the concept of culture based on their understanding established in the lesson. The teacher will use the post-lesson questions and the existing groupings and lists to encourage students to reflect on the decisions they made while grouping and regrouping. The teacher will work with students to reflect with the goal of students coming to the conclusion that culture influences life.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher will wrap up the lesson by asking the class to explain the relationship between the concept of culture and America's favorite pastime; baseball. Students will write an exit ticket, explaining the relationship between American culture and baseball.

What is Culture? | Definition of Culture

By Kim Ann Zimmermann, Live Science Contributor | February 19, 2015 08:29pm ET

Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.

The [Center for Advance Research on Language Acquisition](#) goes a step further, defining culture as shared [patterns](#) of behaviors and interactions, cognitive constructs and understanding that are learned by socialization. Thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group.

The word "culture" derives from a French term, which in turn derives from the Latin "colere," which means to tend to the earth and grow, or cultivation and nurture. "It shares its etymology with a number of other words related to actively fostering growth," Cristina De Rossi, an anthropologist at Barnet and Southgate College in London, told Live Science.

Many countries are largely populated by immigrants, and the culture is influenced by the many groups of people that now make up the country. This is also a part of growth. As the countries grow, so does its cultural diversity.

Western culture

The term "Western culture" has come to define the culture of European countries as well as those that have been heavily influenced by European immigration, such as the [United States](#), according to [Khan University](#). Western culture has its roots in the Classical Period of the Greco-Roman era and the rise of Christianity in the 14th century.

Other drivers of Western culture include Latin, Celtic, Germanic and Hellenic ethnic and linguistic groups. Today, the influences of Western culture can be seen in almost every country in the world.

Eastern culture

Eastern culture generally refers to the societal norms of countries in Far East Asia (including [China](#), Japan, Vietnam, North Korea and South Korea) and the [Indian](#) subcontinent. Like the West, Eastern culture was heavily influenced by religion during its early development, but it was also heavily influenced by the growth and harvesting of [rice](#), according to the book "Pathways to Asian Civilizations: Tracing the Origins and Spread of Rice and Rice Cultures" by Dorian Q. Fuller. In general, in Eastern culture there is less of a distinction between secular society and religious philosophy than there is in the West.

Latin culture

Many of the Spanish-speaking nations are considered part of the Latin culture, while the geographic region is widespread. Latin America is typically defined as those parts of the Central America, South America and Mexico where Spanish or Portuguese are the dominant languages. Originally, the term “Latin America” was used by French geographers to differentiate between Anglo and Romance (Latin-based) languages, according to the [University of Texas](#). While Spain and Portugal are on the European continent, they are considered the key influencers of what is known as Latin culture, which denotes people using languages derived from Latin, also known as Romance languages.

Middle Eastern culture

The countries of the Middle East have some but not all things in common. This is not a surprise, since the area consists of approximately 20 countries, according to [PBS](#). The Arabic language is one thing that is common throughout the region; however, the wide variety of dialect can sometimes make [communication](#) difficult. Religion is another cultural area that the countries of the Middle East have in common. The Middle East is the birthplace of Judaism, Christianity and Islam.

African culture

The continent of Africa is essential to all cultures. Human life originated on this continent and began to migrate to other areas of the world around 60,000 years ago, according to the [Natural History Museum](#).

Africa is home to a number of tribes, ethnic and social groups. One of the key features of this culture is the large number of ethnic groups throughout the 54 countries on the continent. Nigeria alone has more than [300 tribes](#), for example.

Currently, Africa is divided into two cultural groups: North Africa and Sub-Saharan Africa. This is because Northwest Africa has strong ties to Middle East, while Sub-Africa shares historical, physical and social characteristics that are very different from North Africa, according to the [University of Colorado](#). The harsh environment has been a large factor in the development of Sub-Saharan Africa culture, as there are a number of languages, cuisines, art and musical styles that have sprung up among the far-flung populations.

Constant change

No matter what culture a people are a part of, one thing is for certain, it will change. Culture appears to have become key in our interconnected world, which is made up of so many ethnically diverse societies, but also riddled by conflicts associated with religion, ethnicity, ethical beliefs, and, essentially, the elements which make up culture," said De Rossi. "But culture is no longer fixed, if it ever was. It is essentially fluid and constantly in motion." This makes it so that it is difficult to define any culture in only one way.

American Culture: Traditions and Customs of the United States

By Kim Ann Zimmermann, Live Science Contributor | January 15, 2015 10:23pm ET

American culture encompasses the customs and traditions of the United States. "Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things," said Cristina De Rossi, an anthropologist at Barnet and Southgate College in London.

The United States is the third largest country in the world with a population of more than 320 million, according to the [U.S. Census Bureau](#). Because of this, the United States is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, as it is a country of immigrants, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans and Asians.

The United States is sometimes described as a "[melting pot](#)" in which different cultures have contributed their own distinct "flavors" to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world. The term Western culture often refers broadly to the cultures of the United States and Europe.

The way people "melt" in the United States differs. "Different groups of immigrants integrate in different ways," De Rossi told Live Science. "For example, in the United States, Catholic Spanish-speaking communities might keep their language and other cultural family traditions, but are integrated in the urban community and have embraced the American way of life in many other ways."

The Northeast, South, Midwest, Southeast and Western regions of the United States all have distinct traditions and customs. Here is a brief overview of the culture of the United States.

Language

There is no official language of the United States, according to the [U.S. government](#). While almost every language in the world is spoken in the United States, Spanish, Chinese, French and German are among the most frequently spoken non-English languages. Ninety percent of the U.S. population speaks and understands at least some English, and most official [business](#) is conducted in [English](#).

The U.S. Census Bureau estimates that more than 300 languages are spoken in the United States. The bureau divides those languages into [four categories](#): Spanish; other Indo-European languages, which includes German, Yiddish, Swedish, French, Italian, Russian, Polish, Hindi, Punjabi, Greek and several others; Asian and Pacific Island languages, including Chinese, Korean, Japanese, Thai, Tamil and more; and "all other languages," which is a category for languages that didn't fit into the first three categories, such as Hungarian, Arabic, Hebrew, languages of Africa and languages of native people of North, Central and South America.

Religion

Nearly every known religion is practiced in the United States, which was founded on the basis of [religious freedom](#). About 83 percent of Americans identify themselves as Christians, according to an [ABC poll](#), while 13 percent replied that they had no religion at all. Another [poll in 2012](#) reported similar findings. It also found that Judaism is the second most-identified religious affiliation, at about 1.7 percent of the population. Only 0.6 percent of respondents identified as Muslim.

American style

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. Ralph Lauren, Calvin Klein, Michael Kors and Victoria Secret are some well-known American brands.

American fashion is widely influenced by celebrities and the media, and fashion sales equal around \$200 billion per year, according to a paper published by [Harvard University](#).

American food

American cuisine has been influenced by Europeans and Native Americans in its early history. Today, there are a number of foods that are commonly identified as American, such as hamburgers, hot dogs, potato chips, macaroni and cheese, and meat loaf. "As American as apple pie" has come to mean something that is authentically American.

There are also styles of cooking and types of foods that are specific to a region. Southern-style cooking is often called "American comfort food" and includes dishes such as fried chicken, collard greens, black-eyed peas and corn bread. Tex-Mex, popular in Texas and the Southwest, is a blend of Spanish and Mexican cooking styles and includes items such as chili and burritos and relies heavily on shredded cheese and beans.

Jerky, dried meats that are served as snacks, is also a food that was created in the United States, according to [NPR](#).

The Arts

The United States is widely known around the world as a [leader](#) in mass media production, including television and movies. According to the [U.S. Department of Commerce](#), the United States comprises one-third of the worldwide media and entertainment industry.

The television broadcasting industry took hold in the United States in the early 1950s, and American television programs are now shown around the world. The United States also has a vibrant movie industry, centered in Hollywood, California, and American movies are popular worldwide. The U.S. film industry earned \$31 billion in revenues in 2013, according to the U.S. Department of [Commerce](#).

The United States' arts culture extends beyond movies and television shows, though. New York is home to Broadway, and Americans have a rich theatrical history. American folk art is an artistic style and is identified with quilts and other hand-crafted items. American music is very diverse with many, many styles, including rhythm and blues, jazz, gospel, country and western, bluegrass, rock 'n' roll and hip hop.

Sports

The United States is a sports-minded country, with millions of fans who follow football, baseball, basketball and hockey, among other [sports](#). Baseball, which was developed in colonial America and became an organized sport in the mid-1800s, is known as America's favorite pastime, although its popularity has been eclipsed by football for the past three decades, according to the [Harris Poll](#).

American holidays

Many holidays are celebrated only in the United States. Americans celebrate their independence from Britain on July 4. Memorial Day, celebrated on the last Monday in May, honors those who have died in military [service](#). Labor Day, observed on the first Monday in September, celebrates country's workforce. Thanksgiving, another distinctive American holiday, falls on the fourth Thursday in November and dates back to colonial times to celebrate the harvest. Presidents' Day, marking the birthdays of George Washington and [Abraham Lincoln](#), is a federal holiday that occurs on the third Monday in February. The contributions of veterans are honored on Veterans' Day, observed on Nov. 11. The contributions of civil rights leader [Martin Luther King Jr.](#) are remembered on the third Monday in January.

The Importance of Baseball

Baseball is the great American pastime! In fact, when Calvin Coolidge was President he actually declared, "Baseball is our national game!" So be it!

In many ways the history of baseball and that of our country go hand-in-hand. The game has evolved as we have grown as a nation; the inception of each closely parallels each other. Albeit, many say baseball was derived from the English game of rounders or cricket, but baseball is definitely a different game! Beginning with base ball (two separate words) and town-ball, our national game has been enmeshed with the growth of our country since the first shot was fired in the American Revolution until the present day. As Hall of Famer Reggie Jackson once said, "This country is as American as baseball!"

The Importance of a SIMPLE Game

1. When Abraham Lincoln was a possible candidate for President in 1860, he was approached by a messenger, during a pickup game of baseball, with important pre-election news. Abe simply asked him to wait as he did not want to miss his turn at bat! The news? Abe had been nominated for President by the Republican Party!
2. During the Civil War, the North and South would play baseball against each other after a "tough day of war"!
3. "Baseball" wrote Mark Twain, "is the very symbol, the outward and visible expression of the drive and push, and rush, and struggle of the ...booming 19th Century. Baseball evolved into the favorite American sport because it is fast-paced and physical".
4. "Baseball is something more than a game to an American boy: it is his training field for life work".

Judge Kenesaw Mountain Landis

5. "Next to religion, baseball has furnished a greater impact on American life than any other institution".
President Herbert Hoover

6. On January 15, 1942, President Franklin D. Roosevelt penned his "Green Light" letter to Commissioner of Baseball Landis. The essence of the letter stated that the President felt it would be best for the country to keep baseball going during the war. He said that baseball provided a recreation that was inexpensive, would take people's minds off the war, and maintain employment for many Americans. The game went on. Moreover, baseball was played as a diversion in both POW and Internment/Relocation camps.

Moreover, baseball terms, expressions, and names were regularly used as passwords.

7. "Baseball makes it easier for the generations to talk to one another". Joel Oppenheimer
8. "There is but ONE game and that is baseball!" John McGraw and Babe Ruth
9. Jackie Robinson's "crossing of the color line" in 1947 not only opened the game of baseball to Negroes, but began the movement helping to desegregate football, basketball, and other sports.
10. "Whoever wants to know the heart and mind of America had better learn baseball, the rules and realities of the game". Jacque Barzun, Yale Professor
11. For many years, beginning with William Howard Taft, the President ceremoniously threw out the first ball each baseball season.
12. The growth of "Baseball Diplomacy" in Latin America and Asia has opened the door for increased economic relations/development between the United States and many foreign nations. Moreover, baseball

has helped break-down cultural barriers with exchanges for professional, college, and youth players/teams.

13. The inclusion of many baseball terms and metaphors has become common in the English language. Terms like Grand Slam, “hit it out of the park”, rain check, a ballpark figure, “it ain’t over ‘til it’s over”, touch base, “it’s a whole new ball game”, and more have found their way into everyday usage. In fact, enhancing prison sentences is termed “3 strikes and you are out!”

14. The song “Take Me Out to the Ball Game” is not only played/sung at games, but is sung by people of all ages everywhere.

15. The economics of baseball has not just produced billions of dollars for business(and players), but has created unique jobs, cottage industries, and professional opportunities for millions of Americans. Moreover, baseball has lead to the development of foreign manufacturers as well as increased trade and economic exchanges. Baseball at all levels (MLB, minor leagues, college, high school, youth, etc) has provided an economic basis for big business and entrepreneurs alike!

16. Baseball creates an “escape” from everyday life in both vicarious and interactive ways. It is a year-long diversion that encourages regional competition and rivalry, free play, parent-child bonding, a respect for the past, and even “fantasy” activities. Baseball is in all the arts to include movies, television, literature, and even cartoons. It is a recreational game any one can play and enjoy for fun! Baseball’s best moments do not always happen on the field!

17. “Every day is a new opportunity. You can build on yesterday’s success or put its failures behind and start over again. That’s the way life is, with a new game every day, and that’s the way baseball is”. Bob Feller (HOF)

18. Baseball provides the essential “life lessons” necessary in the socialization and development of good, solid productive citizens; it is the best “classroom of life”. Within an educational and fun environment, youngsters learn to cooperate, compete, make decisions, problem solve, a strong work ethic, as well as the qualities of being a good sport, self-reliance, integrity, character, never quitting, and of course, the accountability and responsibility of being on a team/family. It also provides an environment teaching physical and mental conditioning, nutrition, and personal hygiene. The “lessons of baseball are the lessons of life”.

19. Baseball provides a fun arena for social and generational interaction. A game may be a date, a family activity, a neighborhood competition, a shared hobby, or just simple talk among friends and family as to the greatest player, team, era, et al. In many instances, it is the common link between father, son, and even grandparents!

20. “Can learn more about character at home plate than anywhere else in life” Anonymous

21. A game of catch can be a lifetime bond between family and friends as well as creating lasting memories.

22. “If you are not having fun in baseball, you miss the point of everything; it is a game where you gotta have fun”. Chris Chambliss

23. “As a kid, I was taught to charge the ball, stay in the batter’s box, make a good decision, and to do my best”. And, “all that time I thought they were teaching me about baseball!”. Derek Jeter

24. “Baseball gives every American a chance to excel, not just to be good as someone else, but better than someone else. This is the nature of man and the name of the game.” Ted Williams

25. “Baseball has done more to move America in the right direction than all the professional patriots with their cheap words”. Monte Irvin (HOF)

26. "Baseball: An island of surety in a changing world". Bill Veeck
27. "Baseball, it is said, is only a game. True, and the Grand Canyon is only a hole in Arizona". George Will
28. "It(baseball) is an American institution, and more lasting than some marriages, war, Supreme Court decisions, and even major depressions." Art Rust
29. "To be an American and not be able to play baseball is comparable to being a Polynesian and not being able to swim. It is an impossible situation". John Cheever
30. "I see great things in baseball. It's our game; the American game. It will take our people out-of-doors, fill them with oxygen, give them a larger physical stoicism. Tend to relieve us of from being nervous, dyspeptic set". Walt Whitman, poet
31. "Any schmuck can play it, and they do play it, at all levels..." Carlton Fisk (HOF)
32. "The whole history of baseball has the quality of my theology". Bernard Malamud
33. "When I was a small boy in Kansas, a friend of mine and I went fishing...I told him I wanted to be a real major league baseball player. My friend said he'd like to be President of the United Sates. Neither of us got our wish" President Dwight D. Eisenhower

What is Baseball's Meaning and its Effect on America

By IRA BERKOW

Published: May 31, 1981

WARS couldn't stop major league baseball, the Depression couldn't stop major league baseball; it seems the only thing that could is major league baseball itself. By the very threat of the players' strike, the idea that the great stadia would be empty this summer - and the crack of bat against ball merely an echo in the mind - gives pause to reflect on baseball and its meaning in the warp and woof of life.

"Whoever wants to know the heart and mind of America had better learn baseball," Jacques Barzun, the social commentator, wrote more than a quarter of a century ago.

"Fundamentally," Barzun said in an interview last week, "things haven't changed. Baseball still reflects our society, it's just that our society has changed."

Baseball, Barzun says, once expressed the unification of America, the teamwork involved.

"When we look at the triumphs of American technology on a large scale," he says, "we see the fine workings of a national machinery - everybody in every department cooperating effectively with no gaps in time.

"It was like the making of a double play perhaps. Or a relay in which nine men speedily clicked together to achieve a desired result. It's a beautiful thing to observe.

"But now, the contentions in baseball parallel the enormous unrest in our society - there's more litigation, for example, than ever before. And the star system has gotten out of hand. The teamwork that once marked the beauty of baseball is now scorned, and along with the diminishing appreciation for the rich qualities of baseball, there has developed diminished appreciation for the rich qualities of American life." *A Dimension of Summer*

But a summer without baseball would not be quite the same for Barzun - who is still a casual fan - or for Jake Rabinowitz, proprietor of A & J Grocery on Second Avenue, who said, "I wouldn't have all the aggravation watching the Mets and Yankees, especially this season, but sometimes they give me pleasure - once in a while they win."

For Roger Angell, a writer for *The New Yorker* magazine, baseball would be missed. "It's part of my summer habits - and maybe my winter habits, too," he said. "I suppose I'd get along all right

without it, but I'd rather not. There is a continuity with baseball -and there'd be a feeling of loss with it, like, there goes something else in our lives."

One of the qualities that Angell likes best about baseball has been its relative stability. He wrote: "Within the ball park, time moves differently, marked by no clock except the events of the game. This is the unique, unchangeable feature of baseball and perhaps explains why this sport, for all the enormous changes it has undergone in the past decade or two, remains somehow rustic, unviolent and introspective. Baseball's time is seamless and invisible, a bubble within which players move at exactly the same pace and rhythms as all their predecessors."

The late Bruce Catton, the historian, said that "baseball is a ... pageant and a ritualized drama, as completely formalized as a Spanish bullfight, and although it is wholly urbanized it still speaks of the small town in the simple rural era that lived before the automobile came in to blight the landscape. One reason for this is that in a land of unending change, baseball changes very little."

Ambitions of America

But it seems to have often reflected the mood of the nation, and its ambitions.

Mark Twain wrote at the turn of the century that baseball was "the very symbol of the outward and visible expression of the drive and push and rush and struggle of the raging, tearing, booming 19th century."

For many it remained that way into the 20th century. "America was the land of opportunity where even a poor boy could grow up to be Babe Ruth," wrote Douglass Walop, in "Baseball: An Informal History."

Once those sentiments were expressed about the Presidency. But, Walop went on, "Cal Coolidge moved through life with careful sidesteps, smiling sour smiles. Babe Ruth laughed a mighty laugh, strode with the stride of a giant, slamming the door of his Stutz Bearcat and wading through the crowds, long camel hair coat flapping near his ankles, big brown eyes shining, a long cigar stuck between the fat lips, and grinning as they all say, 'hiya, Babe,' and yelling back, 'Hiya, Kid... Sure, Kid... Atta Boy, Kid, keep swinging from the heels.' "

Surely there were those who resented Ruth making more than the President of the United States, but his larger-than-life qualities overshadowed the money aspect. Today, though, the big bucks intrude on our summer devotions, says Angell. "A lot of people find it insupportable, and against the work ethic, that young men can make so much money. You're supposed to work hard for not much money at something you don't like when you're young, and improve on that as you get older.

"And this idea of players making large amounts of money also says something uncomfortable about our society, where a ballplayer can make so much more than, say, a teacher. But it's not the fault of the players. The money is obviously there. It seems like the owners have a death wish about the game."

Above the noise of the machines in the United Features Syndicate pressroom Raymond Ruiz, in a blue smock, says he has sometimes resented the big money the players are making. "But if I was a player," he said, "and the owners were giving it to me, I'd take it, too. I sure would." In the Minds of a Nation

Baseball is part of the tradition of many American families. "It may be on the periphery of our lives, but it is ingrained in our psyches," said Dr. Peter Berczeller, a Manhattan physician. "We grow up with it being an integral part of our childhood, and we never really divest ourselves of it. I still root for the Giants - even though they've moved from New York to San Francisco. And now I see my son following the teams and players, as I did."

At least twice a year, Paul Weiss, professor of philosophy at Catholic University in Washington, and author of "Sport: A Philosophic Inquiry," says he meets his son, Jonathan, a New York attorney, in Baltimore to take in an Orioles game. "Baseball is something we've shared for a long time," said Dr. Weiss. "It is a beautiful, graceful game and it is social in a way that football and hockey aren't. Those two sports are adventitious. It seems that beating up opponents are of as much interest to fans in those sports as the game itself; and basketball is a sport limited to the technically knowledgeable."

If there is a baseball strike, Dr. Albert Ellis says he is sure to hear about it from some of his clients. "It will disturb a few of them greatly," says Dr. Ellis, a psychologist and executive director of the Institute for Rational-Emotive Therapy. "They're devoted to it, and some of these people have a very low frustration tolerance. They'll whine and scream that there's no baseball."

There are other citizens who have a different view of baseball. "I don't have the slightest interest in the thing," says Lillian Hellman, the playwright. "Mr. Dashiell Hammett spoiled me of all sports. He was such a sports fan - a sports fiend, I should say - that he drove me crazy. He'd be listening to a baseball game and shouting about this player and that, and I'd have to leave the room. He'd holler, 'You're the only person in America who doesn't give a damn about baseball.' "

Not so. "I went to my last baseball game in 1934 in Washington," said John Kenneth Galbraith, the economist, with a chuckle. "It was between the Senators and an otherwise unspecified team. Unless I'm in Washington and unless the Senators come back to town, I don't plan on seeing

another." About the possible baseball strike? "I am totally unaffected by these grievous undevelopments," he added. Baseball on the Road

Baseball doesn't always travel well and it has had its detractors overseas. In the fall of 1924 George Bernard Shaw wrote about an exhibition game in London between the Chicago White Sox and the New York Giants.

"It was as a sociologist, not as a sportsman - I cannot endure the boredom of sport - that I seized the opportunity of the London visit of the famous Chicago Sioux and the New York Apaches (I am not quite sure of the names) to witness for the first time a game of baseball," wrote Shaw.

"I found that it has the greater advantage over cricket of being sooner ended." Perhaps baseball held the kind of impenetrable mysteries for Shaw that it did for Albert Einstein. When Professor Einstein met Moe Berg, the esteemed linguist and major league catcher, he suggested, "Mr. Berg, you teach me baseball, and I'll teach you mathematics." He paused, and added, "But I'm sure you'd learn mathematics faster than I'd learn baseball."

Such is not the case for Seymour Siwoff, president of Elias Sports Bureau, the sports statistics company. "I'd miss everything about baseball that we grew up with - from the pennant races to the batting averages," said Siwoff. "A real part of our history would be lost. Take for example the box score, it is a treasure.

"Baseball in the summer is like a journey, it's played every day," continued Siwoff. "We follow it. There'd be a great void without it. I'm sure we'd find something to take its place. The question is, what?"

Lesson Plan Day Two

TEACHER NAME		Lesson #
Shai Cullop		2
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	Social Studies	Sixth (Eighth Grade Standards)
CONCEPTUAL LENS		LESSON TOPIC
Culture		Baseball
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Culture influences life		In what ways does culture influence life?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> ● Students will know that historians/museum professionals (curators, archivists) use specific tools and methods to inform. ● Students will know that curators and archivists are required to follow certain protocol when handling artifacts and to maintain the integrity of artifacts. ● Students will know the purpose of museums and how the organization and implementation of exhibits are impacted by the overall goal of the museum. ● Students will know that material culture is all items that people make or build, such as clothing, technology, art, etc... ● Students will know that Baseball has infiltrated American culture and reflects United States Society. 		<ul style="list-style-type: none"> ● Students will be able to... ● Evaluate the responsibilities of curators and archivists ● Assess the value of certain methods of preservation and presentation by viewing videos and information on the National Baseball Hall of Fame and evaluating their processes. ● Hypothesize on exhibits that achieve a particular goal by evaluating the exhibits based on the effectiveness of the exhibits’ abilities to use culture to influence life. ● Discuss the challenges and obstacles of preserving material culture for the future by deconstructing the preservation process (through handling materials as well as evaluating online exhibits through video and photographs). ● Work collaboratively in a group.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ● What do historians do? ● What do curators and archivists do? ● What are some spaces in which these professionals might work? ● What are rules to which these professionals might need to adhere? ● What are other ways these professionals might use their expertise? ● What is a museum? ● How will we work as a team? 	<ul style="list-style-type: none"> ● What methods did you observe the historian/museum personnel in the video using? ● What characteristics do historians/curators/archivists need to possess? ● What tools are implemented? ● How do museum personnel interact with their subject matter? ● What are the characteristics of high-quality exhibits? ● What difficulties do you foresee in preserving any of these material culture examples for the next 100 years? ● Would people in the future know how to use or access these examples of material culture? ● How important is it to consider the importance of an artifact when preparing it for exhibit? ● Does the content and order of our exhibit labels help visitors understand our big idea? ● How can we engage visitors with our exhibit? ● What are the most important aspects of this time period or topic? What major themes should we try to convey with this exhibit? ● What do we want people to walk away from this exhibit understanding? ● How do you foresee individuals interacting with your exhibits? Are they just walking through or is it more interactive? What are some components that will make the experience more engaging? ● In what ways do museums help shape our worldview? How do they shape our culture or reinforce cultural norms? 	<ul style="list-style-type: none"> ● What did you learn about the roles of museum staff such as historians, curators, and archivists? ● What strategies or methods did you use during your simulation? ● How can exhibits be used as a teaching tool? ● What is the importance of including baseball in cultural museums (or, having entire museums devoted to the sport)? ● How does knowledge of or understanding the sport affect a person's (U.S. citizen or someone not familiar with American culture) world view (or view of the U.S.)? ● How does an understanding of our own and other cultures shape our worldview? ● In what ways does culture influence life?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The videos, readings, and material artifacts used in the lesson are sophisticated and use advanced</p>	<p>Students engage in in-depth conversations and critical thinking as they analyze artifacts and manipulate them to accommodate different</p>	<p>Students will manipulate a variety of material artifacts and utilize them in the creation of several exhibits, acknowledging the important role historians and museum personnel have when working with material culture and</p>	

vocabulary and concepts.	demographics and situations. Students will understand the varied roles in museum studies and apply their knowledge of the discipline to the analysis of exhibits. Students will apply their knowledge to the group. Students will take part in a simulation performing assigned roles. Roles can be differentiated according to readiness level and/or interest.	artifacts. This enables students to analyze artifacts as well as cultural relevance and significance of these items in the creation of exhibits geared toward specific demographics. This activity challenges students to consider different viewpoints while weighing the importance of cultural artifacts. Products will be unique from group to group and the product may be differentiated based on readiness and/or personal/group interest. Differentiation can take the form of additional exhibits and/or museum considerations, or can be narrowed depending on the students' readiness level.	
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PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

To get students thinking about museums in general, the students will take part in a short visualization process at the beginning of class. Some of the visualization steps might include: Close your eyes and think about the last time you visited a museum. What kind of museum was it? Was it tailored to a particular subject area? Did it cater to a particular demographic? What kinds of things were located in the museum? What type of exhibits did they have? Why did you choose to go to this particular museum? Were you allowed to pick up or touch things in the museum? If you were allowed to, did it enhance your experience? How did the exhibits make you feel?

After the visualization process, the students will have the opportunity to share and the discussion about their museum experiences will segue into the lesson.

The students will be asked to create lists of what they know about historians and/or curators/archivists. The list for brainstorming might include:

What historians/curators/archivists do?

What historians/curators/archivists wear?

What tools might historians/curators/archivists use?

What rules do historians/curators/archivists follow?

Where might historians/curators/archivists work/other titles they might use in the workplace?

What are characteristics historians/curators/archivists possess?

After 3 minutes of listing individually, students will have an additional 3 minutes to brainstorm with a partner. Students will then be asked to share their ideas with the class. Responses will be recorded for all to see. Teacher will then ask the pre-lesson questions to students as a group.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will watch a video on the National Baseball Hall of Fame and “Opening Day: A View From the Vault,” a video that focuses on artifacts from Major League Baseball past opening days. Students will pay close attention to the historian and museum personnel in the video--materials they might use, how they handle the artifacts, the importance with which they interact with or discuss their artifacts and the artifacts’ overall contribution to baseball history and culture (and the historian’s/museum personnel’s role surrounding that fact).

Videos:

https://www.youtube.com/watch?v=zCfFe5_kqig

<https://www.youtube.com/watch?v=zw3WpAliLE0>

After the video, students will refer back to the class-made list. They will have the opportunity to add to or subtract from the list. Teacher will pose the during-lesson questions.

Students will be divided into groups. The teacher will explain that they will have the opportunity to become historians for the day. More specifically, they will have the opportunity to become museum personnel (archivists or curators). Their job will be to consider the importance of material culture as it pertains to baseball and American society and they will have the opportunity to design museum exhibits tailored to certain demographics using certain material artifacts.

The students will work in museum teams. They will, at random, draw museum roles that will list their responsibility regarding the exhibit. These roles include: Director, Curator, Archivist, Museum Educator, Graphic Designer, Exhibit Designer, Historian, Public Relations Officer.

The teacher will have set up material culture artifacts in four stations. In each station, the student will have the chance to view and manipulate artifacts suitable for a museum exhibit. Students will work as a museum team to design and implement an exhibit suitable for museums that serve certain demographic/purposes.

After spending time to develop an exhibit while considering their individual roles at the museum, students will have a chance to discuss the during-lesson questions.

The museum situations/demographics will change. Some “museums” will call for particular exhibits based on the demographics of its patrons. For example, one museum may be specifically for baseball fans (i.e. the National Baseball Hall of Fame), one museum devoted to United States History (for example, an American Culture museum either in the U.S. or abroad), one museum on American culture in the Dominican Republic (the nation that has the second-most players in Major League Baseball (second to the US), and one museum specifically geared toward a particular demographic within baseball (i.e. the Negro League Baseball).

Students will group together to record their findings, make generalizations, and complete the during-lesson questions after each station.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After students have completed the stations, the teacher will provide time for the students to regroup and have one last meeting to draw conclusions based on their experiences. The student groups will report their findings along with their conclusions and any reasonings. Classroom discussion and reflection will be encouraged.

Post-lesson questions will be asked of the class by the teacher. Students will have an opportunity to answer in an open forum discussion.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are grouped and instructed to create a mission statement for one of these museums that contains what they have come to be true about being a historian/museum personnel and also about the commitment to baseball (if applicable). Students will also be encouraged to consider the essential understanding “Culture influences life” when constructing their mission statement.

Students should consider the role of the museum personnel, their commitment to the integrity of the artifacts, and their commitment to the general population (patrons).

As an example, students will be given examples of several museum mission statements including the Baseball Hall of Fame mission statement:

“The Hall of Fame's mission is to preserve the sport's history, honor excellence within the game and make a connection between the generations of people who enjoy baseball. Likewise the institution functions as three entities under one roof with a museum, the actual Hall of Fame and a research library. With these parts working together the Museum is committed to fulfilling its mission by:

Collecting, through donation, baseball artifacts, works of art, literature, photographs, memorabilia and related materials which focus on the history of the game over time, its players and those elected to the Hall of Fame.

Preserving the collections by adhering to professional museum standards with respect to conservation and maintaining a permanent record of holdings through documentation, study, research, cataloging and publication.” <http://baseballhall.org/support/mission>

Mission statements will be collected and shared. Students will be able to view each statement and offer “plus” and “delta” comments to strengthen the statements. While reviewing the mission statements, the students will look for evidence of the conceptual lens of culture and how it influences life.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Before students leave, they will be asked to consider the bigger picture (culture) and the role baseball has on culture. They will answer, as an exit ticket: How does culture shape how we see the world (baseball and its impact)?

Role Cards for Lesson Plan Day Two (adapted from <http://mag.rochester.edu/plugins/acrobat/teachers/MuseumCareers.pdf>)

<h2 style="text-align: center;">Director</h2> <ul style="list-style-type: none"> · In charge of the Museum · Works with staff to ensure that museum runs effectively · Assists where they are needed throughout the museum · Able to motivate others to work together 	<h2 style="text-align: center;">Curator</h2> <ul style="list-style-type: none"> · Is an expert in one aspect of the museum collection · In charge of the objects in their area including the display of the items, their care and any information regarding the item (both in the display and to the public) · Able to research and obtain new information easily
<h2 style="text-align: center;">Archivist</h2> <ul style="list-style-type: none"> · Manages, collects, and preserves information that is normally one-of-a-kind and in need of special treatment · Makes archived materials accessible to public and to professionals performing research · Makes suggestions regarding the display of carefully preserved or one-of-a-kind items 	<h2 style="text-align: center;">Museum Educator</h2> <ul style="list-style-type: none"> · In charge of the tours and programming for groups visiting the museum · Works with the curators and archivists to develop exhibits tailored to the visiting groups · Is normally a people person who has the ability to make a subject “come alive” for the visitors of the museum.
<h2 style="text-align: center;">Graphic Designer</h2> <ul style="list-style-type: none"> · Designs all posters and brochures regarding the museum and its collections · Works with the Public Relations office to best advertise the museum · Is creative and artistic. Constantly has to design items to persuade the public to come to the museum 	<h2 style="text-align: center;">Historian</h2> <ul style="list-style-type: none"> · Works with the museum to ensure that the items are authentic and represent the time period of an exhibit well · Assists with examining an artifact; determining its age, condition, and relevance to the museum collection
<h2 style="text-align: center;">Exhibit Designer</h2> <ul style="list-style-type: none"> · Designs the exhibit for viewing by the museum patron · Determines the style and “feel” of an exhibit by choosing layout, color palette, etc. · Assists in the construction of an exhibit (hanging of paintings, placement of items, etc...) 	<h2 style="text-align: center;">Public Relations</h2> <ul style="list-style-type: none"> · Writes and designs communications between the museum and the public, including brochures, advertisements, public service announcements, press releases, etc... · Works closely with the Graphic Designer to “brand” the museum and build the public’s view of the museum

Museum Group Discussion Questions

1. What are the characteristics of high-quality exhibits?
2. What difficulties do you foresee in preserving any of these material culture examples for the next 100 years?
3. Would people in the future know how to use or access these examples of material culture?
4. How important is it to consider the importance of an artifact when preparing it for exhibit?
5. Does the content and order of our exhibit labels help visitors understand our big idea?
6. How can we engage visitors with our exhibit?
7. What are the most important aspects of this time period or topic? What major themes should we try to convey with this exhibit?
8. What do we want people to walk away from this exhibit understanding?
9. How do you foresee individuals interacting with your exhibits? Are they just walking through or is it more interactive? What are some components that will make the experience more engaging?
10. In what ways do museums help shape our worldview? How do they shape our culture or reinforce cultural norms?

Lesson Plan Day Three

TEACHER NAME		Lesson #
Shai Cullop		3
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg's Moral Development	Social Studies	Sixth (Eighth Grade Standards)
CONCEPTUAL LENS		LESSON TOPIC
Culture		Baseball
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States.</p> <p>8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Culture Influences Life		In what ways does culture influence life?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> ● Students will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%205%20Unit%201.pdf ● Students will understand that humans and their society affect each other. ● Students will know that Baseball has infiltrated American culture and reflects United States Society. ● Students will know how culture impacts our lives (personally and globally) 		<ul style="list-style-type: none"> ● Students will be able to... <ul style="list-style-type: none"> ● Analyze positions and solutions (through primary and secondary sources) to a dilemma while offering evidence to support their reasoning. ● Discuss morals as they pertain to American culture to better understand a specific dilemma. ● Synthesize information to form a position (conclusion).

- Work collaboratively in a group.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What are morals? • What are ethics? • How do we develop morals/What guides our moral compass? • As Americans, do we share any morals? • What are some of those morals? • Are celebrities, athletes, and politicians held to a higher moral standard than the average American? Explain why you think they should (or shouldn't) be held to a higher standard? • How does fame, success, or wealth have the potential to change a person's morals? 	<ul style="list-style-type: none"> • What is the dilemma posed in this prompt? • What are the major events surrounding the dilemma? • Who are the principal characters involved? • With whom does the dilemma lie? • What are the options that the characters have to solve the dilemma? • What is the moral dilemma in this instance? • Why did you choose the position you chose? What are the strongest reasons for choosing this position? • What factors led you to this position/these reasons? • How do you feel about betting on sports? Why? • What is your personal threshold for it being okay to bet on a sport you are participating in? • Joe Harris of the Cleveland Indians was banned from baseball for life in 1920 after playing for an independent team, but was reinstated in 1922, partly because of his service in World War I. Do you feel that it is right that Harris was reinstated because he acted in such a way that Americans considered a positive, morally and ethically? • Why or why not should this type of redemption be allowed? • How do our morals as Americans shape our expectations of athletes? • Pete Rose was never tried nor convicted for his betting in baseball. In 1919, eight members of the Chicago White Sox were banned from baseball after being accused of intentionally losing the game to earn money from gamblers (in the 1919 World Series: the Chicago White Sox vs. the Cincinnati Reds). They were tried in a U.S. court and were acquitted, but the ban from baseball stood. In what ways do you think that this was the right choice? Under what 	<ul style="list-style-type: none"> • Now what do you think the main character should do? • What is the most important reason for this action? • In what ways does culture influence life?

	<p>circumstances do you think that this decision needs to be revisited? Do you think that this scandal set the precedence for the decision on Pete Rose?</p> <ul style="list-style-type: none"> ● Do you think that our often-shared morals in America shape our cultural expectations of athletes? ● If you were a baseball player who entered honorably into the Baseball Hall of Fame, how would you feel about Pete Rose’s potential reinstatement? How about the 1919 White Sox? If your answer is different, how are these different situations? ● In what ways do our often-shared morals in America shape our expectations of athletes? ● How does our culture shape our expectations of athletes? 	
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DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The readings and topics used in the lesson are sophisticated and use advanced vocabulary and concepts.</p>	<p>Students engage in in-depth conversations and critical thinking/advanced reasoning as they analyze a real-life, controversial situation and work to determine a solution to the dilemma. Students will apply their reasoning to the group.</p>	<p>Students will work together to analyze a real-life, controversial dilemma and to evaluate their positions as possible solutions to the dilemma. Students will examine their own moral compass as they try to evaluate the dilemma presented to them. This is specifically targeted to the needs to gifted students because it is asks them to consider an intricate dilemma that is rooted in a sophisticated situation and reasoning and requires them to use introspect to look at their own thoughts and</p>	

		<p>feeling through the evaluation of their moral compass. The product (the solution to dilemmas) can be differentiated through the students' readiness and level of interest—their personal understanding of the dilemma and their ability to create possible solutions to the dilemmas.</p>	
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PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

The class will begin with an activity designed to have students think about their own moral compass before beginning the lesson. The room has been laid out as a spectrum (Always, Sometimes, and Never) and students will be encouraged to stand where they feel in agreement/disagreement with each of the following statements:

“It’s important for me to be a person with good moral character.”

“Honesty and trust are essential in personal relationships.”

“It’s more important that people trust me than people like me.”

“It’s not personally worth it to lie or cheat because it negatively impacts your character.”

Students will be asked informal questions while standing in their positions to gather a better understanding of why they feel the way they have identified and what causes them to feel that way. The group will then move into a discussion of the pre-lesson questions as a way to warm-up:

What are morals and ethics?

How do we develop morals/What guides our moral compass?

As Americans, do we share any morals? What are some of those morals?

How are celebrities, athletes, and politicians held to a higher moral standard than the average American? Should they be?

How does fame, success, or wealth have the potential to change a person's morals?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Step One: Introduce and clarify the nature of the dilemma:

Students will be introduced to the following dilemma:

Pete Rose, also known by his nickname "Charlie Hustle," is a former professional baseball player and manager. Pete played in Major League Baseball for the Cincinnati Reds from 1963 to 1986 and managed from 1984 to 1989. Rose, a switch hitter, is the all-time Major League leader in hits (4,256), games played (3,526), at-bats (14,053), singles (3,215), and outs (10,328). During his career, he won three World Series rings, three batting titles, one Most Valuable Player Award, two Gold Gloves, the Rookie of the Year award, and also made 17 All-Star game appearances in five different positions (second baseman, left fielder, right fielder, third baseman, and first baseman). This has not been done before or since.

In 1989, three years after he retired from playing baseball, Rose agreed to a permanent ineligibility from baseball due to accusations that he gambled on baseball games while playing for and managing the Reds. This also included the claim that he bet on his own team. In 1991, the Baseball Hall of Fame voted to ban individuals on the "permanently ineligible" list from induction to the Hall of Fame. Rose did not confirm that he had bet on baseball games until 2014. At that point, he acknowledged that he bet on baseball and on, but never against the Reds. In 2015, ESPN uncovered further proof that he bet on baseball while a player, from 1984 to 1986. Since 1992, Rose has applied for reinstatement into baseball three times and has been denied by three different Commissioners of Baseball.

With Rose approaching 75 years of age, it has been argued that the ban should be lifted and that he should be reinstated in Major League Baseball and inducted into the coveted Baseball Hall of Fame. Is it really right to keep Rose out of baseball and as a result out of the Hall of Fame? Should the Baseball Commissioner and the Baseball Writers' Association of America (the body that nominates and votes on players for the Hall of Fame) reconsider their long-standing positions on Pete Rose?

https://en.wikipedia.org/wiki/Pete_Rose

https://en.wikipedia.org/wiki/List_of_people_banned_from_Major_League_Baseball

http://espn.go.com/mlb/player/bio/_/id/397/pete-rose

Some possible positions may include (My intentions are to let students generate solutions. If they are having trouble generating solutions, they may be given some assistance with the solutions below):

1. Major League Baseball should lift the ban and the Baseball Hall of Fame should accept Pete Rose as a possible inductee.
2. Major League Baseball should set a limit on how many times a “permanently ineligible” individual can apply for reinstatement.
3. The Baseball Hall of Fame should vote to allow “permanently ineligible” individuals as members of the Baseball Hall of Fame despite their standing with Major League Baseball.
4. Because Pete Rose has now admitted to betting on baseball, Major League Baseball should drop his “permanently ineligible” status.
5. Pete Rose’s illustrious baseball career (titles and MLB records held) should trump his wrong doings and he should be reinstated in Major League Baseball and therefore be eligible to be an inductee to the Baseball Hall of Fame.

Step Two: Have students clarify the facts of the situation and identify the issues involved.

The teacher will ask for information about what happened in the prompt and will encourage students to summarize the events, identify the characters, and describe possible solutions to the dilemma. This will be a short discussion.

Potential Questions to ask students:

What is the dilemma posed in this prompt?

Summarize the events with a focus on the dilemma itself.

Who are the principal characters involved? What is their perspective on the issue? How might they be impacted/how might they feel if a certain position is taken on the issue?

With whom does the dilemma lie?

What are the options that the characters have to solve the dilemma?

Step Three: Have students identify a tentative position on the action the central character should take and state one or two reasons for that position.

The teacher will ask the students to identify a position that should be taken and state one to two reasons why that position is best. Students will choose from the identified solutions and will justify the major reasons for this choice. This step will be written down.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Step Four: Divide the class into small groups.

In small groups, students will share their reasons for the position they have taken. Small group discussion will take place. Students will discuss their reasons and select the best two to three reasons that support their decision.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Step Five: Reconvene the class for a full class discussion of the dilemma:

The class will reconvene in a circle to encourage student interactions. The teacher will ask questions that focus on: clarification, student interaction, focus, perspective-taking, and proof of reasoning.

Since many questions will be asked and will depend on the student group discussions being had, some sample questions are below:

- What is the moral dilemma in this instance?
- Why did you choose the position you chose? What are the strongest reasons for choosing this position?
- What factors led you to this position/these reasons?
- How do you feel about betting on sports? Why?
- What is your personal threshold for it being okay to bet on a sport you are participating in?
- Joe Harris of the Cleveland Indians was banned from baseball for life in 1920 after playing for an independent team, but was reinstated in 1922, partly because of his service in World War I. Do you think that it is right that Harris was reinstated because he acted in such a way that Americans considered a positive, morally and ethically?
- Should this type of redemption be allowed?

-How do our morals as Americans shape our expectations of athletes?

-Pete Rose was never tried nor convicted for his betting in baseball. In 1919, eight members of the Chicago White Sox were banned from baseball after being accused of intentionally losing the game to earn money from gamblers (in the 1919 World Series: the Chicago White Sox vs. the Cincinnati Reds). They were tried in a U.S. court and were acquitted, but the ban from baseball stood. In what ways do you think that this was the right choice? Under what circumstances do you think that this decision needs to be revisited? How did you think that this scandal set the precedence for the decision on Pete Rose?

-Do you think that our often-shared morals in America shape our cultural expectations of athletes?

https://en.wikipedia.org/wiki/List_of_people_banned_from_Major_League_Baseball

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Step Six: Ask students to reevaluate their original positions individually.

Following the group discussion, students will review the discussion and answer the following questions: How are there gender differences in the solutions to the dilemmas? How are there differences in the solutions to the dilemmas based on your familiarity with baseball or the actual dilemma? If there are differences, describe them.

Quick Write: In two minutes, respond to the following:
In what ways does culture influence life?

Pete Rose Dilemma

Pete Rose, also known by his nickname “Charlie Hustle,” is a former professional baseball player and manager. Pete played in Major League Baseball for the Cincinnati Reds from 1963 to 1986 and managed from 1984 to 1989. Rose, a switch hitter, is the all-time Major League leader in hits (4,256), games played (3,526), at-bats (14,053), singles (3,215), and outs (10,328). During his career, he won three World Series rings, three batting titles, one Most Valuable Player Award, two Gold Gloves, the Rookie of the Year award, and also made 17 All-Star game appearances in five different positions (second baseman, left fielder, right fielder, third baseman, and first baseman). This has not been done before or since.

In 1989, three years after he retired from playing baseball, Rose agreed to a permanent ineligibility from baseball due to accusations that he gambled on baseball games while playing for and managing the Reds. This also included the claim that he bet on his own team. In 1991, the Baseball Hall of Fame voted to ban individuals on the “permanently ineligible” list from induction to the Hall of Fame. Rose did not confirm that he had bet on baseball games until 2014.

At that point, he acknowledged that he bet on baseball and on, but never against the Reds. In 2015, ESPN uncovered further proof that he bet on baseball while a player, from 1984 to 1986. Since 1992, Rose has applied for reinstatement into baseball three times and has been denied by three different Commissioners of Baseball.

With Rose approaching 75 years of age, it has been argued that the ban should be lifted and that he should be reinstated in Major League Baseball and inducted into the coveted Baseball Hall of Fame. Is it really right to keep Rose out of baseball and as a result out of the Hall of Fame? Should the Baseball Commissioner and the Baseball Writers’ Association of America (the body that nominates and votes on players for the Hall of Fame) reconsider their long-standing positions on Pete Rose?

Dilemma Questions

1. What is the dilemma posed in this prompt?
2. Summarize the events with a focus on the dilemma itself.
3. Who are the principal characters involved? What is their perspective on the issue? How might they be impacted/how might they feel if a certain position is taken on the issue?
4. With whom does the dilemma lie?
5. What are the options that the characters have to solve the dilemma?

Lesson Plan Day Four

TEACHER NAME		Lesson #
Shai Cullop		4
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Social Studies	Sixth (Eighth Grade Standards)
CONCEPTUAL LENS		LESSON TOPIC
Culture		Baseball
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States.</p> <p>8.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>8.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>8.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>8.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>8.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Culture influences life		In what ways does culture influence life?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Student will know...</p> <ul style="list-style-type: none"> · About issues in Baseball involving American history, culture, and racism ● Jackie Robinson's story and why he was important to American History 		<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Respond to major events in a text and apply, extend, and expand on concepts ● Apply knowledge in order to effectively engage in a discussion that builds on materials read, one's own thoughts and experiences, and responses to peers' thoughts and ideas ● Express themselves clearly when speaking in a group or engaging in a collaborative discussion with peers ● Work collaboratively with peers
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i>		

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What do you think the term "color barrier" means? • What were Jim Crow Laws? How did they restrict African Americans? • Who is Jackie Robinson? • Where have you seen Jackie Robinson's name before? • What did Jackie Robinson do for Baseball? • How do you think his life and actions might have influenced American culture and society? • What does segregation mean? Provide concrete examples? • What does prejudice mean and why is it important that we understand its meaning in context of Jackie Robinson's life and career? • What is the main idea or underlying value in the text? • What is the author's purpose or perspective? • What does (a particular phrase) mean? • What is the most important word/sentence/paragraph? 	<ul style="list-style-type: none"> • On April 15, 1947, Jackie Robinson became the first African American to play in the Major Leagues when he played his first game for the Brooklyn Dodgers, breaking the color barrier. For the first time, African American athletes competed beside their white teammates on a national platform. By 1948, President Truman had ordered the desegregation of the military and by 1954, Brown v. Board of Education had ruled that desegregation in public schools would take place. In what ways did culture (i.e. baseball as America's Favorite Pastime) influence American life? How does culture sometimes move faster than everyday life? <p>Seminar Questions:</p> <ul style="list-style-type: none"> · Who has a different perspective? · Who has not yet had a chance to speak? · Where do you find evidence for that in the text? · Can you clarify what you mean by that? · How does that relate to what (someone else) said? · What in the text is unclear to you? · What in the text or discussion has caused you to change your mind about the topic? · What are some connections between Jackie Robinson's impact on society and culture and individuals that have made similar contributions? · Who are some individuals currently who are making social and political strides similar to that of Jackie Robinson? In what arenas are these people affecting change? · Imagine you are Jackie Robinson when he played in the Major Leagues. What are your thoughts and feelings? What are your struggles and triumphs? -How did Jackie Robinson's life influence our lives? · What message in this book/movie might you apply to your life? 	<ul style="list-style-type: none"> • How does the life of Jackie Robinson relate to our lives? • How did the life of Jackie Robinson impact American society and baseball today? • How does culture influence life? • How does culture continue to influence life as dramatically as it has in the past? • Why does this story matter? • Do you feel like you understand the text at a deeper level? • How was the process for us? • Did we adhere to our norms? • Did you achieve your goals to participate? • What was one thing you noticed about the seminar? <ul style="list-style-type: none"> • In what ways does culture influence life?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The readings and topics used in the lesson are sophisticated and use advanced vocabulary and concepts.	Students engage in in-depth conversations and critical thinking work in a conversational manner through the application of the Socratic Seminar. Students will apply their knowledge to group.	The product will be a class executed Socratic Seminar that features a discussion that is initiated by the teacher's questions and ideas, but is expanded to include students' higher-level questions.	

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Pre-Activity:

Prior to the seminar, I will have students read excerpts from I Never Had It Made by Jackie Robinson as well as watch chosen clips from the movie 42. I will ask only literal comprehension questions of the students upon their reading the selection/watching the clip.

Step One:

After reading the selections, the class will be equally divided into four groups. Each group will be assigned the same pre-lesson questions to answer in order to get every student on a mutual footing from which to proceed into the seminar. (I want to get them to be thinking deeply about the topic in smaller groups before moving into a larger setting.) Their answers are to be recorded. A group member will summarize the group's discussion.

After students are given time to meet and discuss these questions, each group's leader will have the chance to report to the class the answers that the group discussed. Depending on the direction of the conversation, a chance to talk about things such as decision-making, anger management and other expansion topics may arise. This step should take no more than 20 minutes. It is not meant to be the large, over-arching conversation, just an introduction to the topic that gets the students comfortable before moving forward.

Before the Seminar, we will discuss the guidelines for a Socratic Seminar and establish class norms. Guidelines include:

- Talk to each other during the discussion. Do not direct comments or discussion toward teacher.
- Use the text and your notations from reading the text to refer back and be able to provide specific examples or quotes when discussing with the group.
- Do not interrupt others.

-Ask questions! If you do not understand something that has been said by another discussion member, ask for clarification by rephrasing what they have said, (i.e. What I think you said is... Is that right?)

-Be mindful of the amount which you are speaking. The popsicle sticks will be utilized to help alleviate this and encourage equal participation.

-Do not dismiss what others have to say. This is meant to be a discussion. This is not a place for debate or to have a point proven; all ideas and points made are equally valid and will be heard without judgment.

Socratic Seminar:

Students will be seated in a circle where everyone is easily visible and heard and each student will be given popsicle sticks to help facilitate equal participation. Teacher will pose the key question (“On April 15, 1947, Jackie Robinson became the first African American to play in the Major Leagues when he played his first game for the Brooklyn Dodgers, breaking the color barrier. For the first time, African American athletes competed beside their white teammates on a national platform. By 1948, President Truman had ordered the desegregation of the military and by 1954, Brown v. Board of Education had ruled that desegregation in public schools would take place. In what ways did culture (i.e. baseball as America’s Favorite Pastime) influence American life? How does culture sometimes move faster than everyday life?”) and ask participants to relate their statements to particular passages, to clarify, and to elaborate. Additional questions will be used to move the discussion along. The main ideas discussed and the contributions people make will be recorded for the debriefing process. The teacher will record contributions made by students. Students will also be encouraged to record statements made by other students that they feel are particularly valuable or thought-provoking.

Assessment:

I will closely monitor the students’ participation during the Socratic Seminar. I will look for the following things:

-Readiness and participation in the discussion

-Validity and relevance of student responses in discussion

-Students’ ability to go back to the text to support their answers

-Students will debrief using the notes taken during the Seminar and the Post Lesson Questions.

Please respond to the following question in writing: How does culture influence life?

Students will be encouraged to share responses as a group closure activity. For the remainder of the class, the students will be finalizing their performance task.

Works Consulted: <http://www.learnnc.org/lp/pages/3716>

Excerpt from I Never Had It Made

Access the PDF for [The Noble Experiment](#)

I Never Had It Made Discussion Questions

1. What do you think the term “color barrier” means?
2. What were Jim Crow Laws? How did they restrict African Americans?
3. Who is Jackie Robinson?
4. Where have you seen Jackie Robinson’s name before?
5. What did Jackie Robinson do for Baseball?
6. How do you think his life and actions might have influenced American culture and society?
7. What does segregation mean? Provide concrete examples?
8. What does prejudice mean and why is it important that we understand its meaning in context of Jackie Robinson’s life and career?
9. What is the main idea or underlying value in the text?
10. What is the author’s purpose or perspective?
11. What does (a particular phrase) mean?
12. What is the most important word/sentence/paragraph?

Unit Resources

Baseball Hall of Fame Artifacts. (2014, March 28). Retrieved June 19, 2016, from

<http://www.newsday.com/sports/baseball/baseball-hall-of-fame-artifacts-1.7514654>.

-Article gives various examples of the myriad of items that are in the Baseball Hall of Fame to demonstrate the varied levels of significance to the history of the game.

Berkow, I. (1981, May 31). What is Baseball's Meaning and its Effect on America. Retrieved June 19,

2016, from <http://www.nytimes.com/1981/05/31/sports/what-is-baseball-s-meaning-and-its-effect-on-america.html?pagewanted=all>.

-Article discusses what baseball means to the American cultural landscape and the effects it has had on America. This article is not recent, but offers great insight into the relationship baseball has with American culture.

Huggins, J. (n.d.). Jackie Robinson taught us more than baseball. Retrieved June 18, 2016, from

<http://www.learnnc.org/lp/pages/3716>.

-Lesson plan from Learn NC that helps students examine the importance of Jackie Robinson not only to the sport of baseball but to the movement toward equal rights in America in the years before the Civil Rights Movement.

Klouter Baseball. (n.d.). Retrieved June 18, 2016, from <http://www.klouter.org/the-importanceofbaseball/>.

-A more informal website that gives some great quotes that provide a cultural reference for baseball in America. Quotes from famous American authors and presidents to help illustrate how important baseball has been to American life.

List of people banned from Major League Baseball. (n.d.). Retrieved June 18, 2016, from

https://en.wikipedia.org/wiki/List_of_people_banned_from_Major_League_Baseball.

-A comprehensive list of players who have been banned from Major League Baseball and the reasons behind the various bannings.

Mission. (n.d.). Retrieved June 18, 2016, from <http://baseballhall.org/support/mission>

-The Baseball Hall of Fame's Mission Statement as it appears on their website. The Mission Statement lists the goals and objectives of the Baseball Hall of Fame.

Museum Job Descriptions. (n.d.). Retrieved June 18, 2016, from

<http://mag.rochester.edu/plugins/acrobat/teachers/MuseumCareers.pdf>

-A list of Museum Job Descriptions to be used as an educational tool or simulation.

National Baseball Hall of Fame and Museum (2012, March 27). Baseball's Opening Day - A View

From The Vault. Retrieved June 18, 2016, from

<https://www.youtube.com/watch?v=zw3WpAiLE0>.

-A video produced by the Baseball Hall of Fame that shows a behind-the-scene look at artifacts housed within the Hall of Fame's Museum that pertain to opening day, Baseball's most popular day each season.

National Baseball Hall of Fame and Museum. (2014, July 30). This is the Baseball Hall of Fame.

Retrieved June 18, 2016, from https://www.youtube.com/watch?v=zCfFe5_kqig.

-A video that gives a whimsical introduction to the National Baseball Hall of Fame. It highlights some of the Museum's most prized possessions in a video that is themed similar to the film, A Night at the Museum.

Pete Rose. (n.d.). Retrieved June 18, 2016, from http://espn.go.com/mlb/player/bio/_/id/397/pete-rose.

-A statistical record of Pete Rose's accomplishments as a baseball player and coach.

Pete Rose. (n.d.). Retrieved June 18, 2016, from https://en.wikipedia.org/wiki/Pete_Rose.

-An user-generated account of Pete Rose's life and accomplishments including his controversial banning from Major League Baseball. Includes helpful resources in the works cited section.

Robinson, J., & Duckett, A. (n.d.). The Noble Experiment. Retrieved June 18, 2016, from

[http://www.xenia.k12.oh.us/userfiles/251/The Noble Experiment \(eBook\).pdf](http://www.xenia.k12.oh.us/userfiles/251/The_Noble_Experiment_(eBook).pdf).

-An online PDF of "The Noble Experiment," a section of the book, *I Never Had it Made* by Jackie Robinson and Alfred Duckett. This source, in a literature book format, also includes some helpful guiding reading questions.

Using Connecting Themes in Fifth Grade Social Studies. (n.d.). Retrieved June 18, 2016, from

[https://www.georgiastandards.org/Frameworks/GSO_Frameworks/SS Gr 5 Unit 1.pdf](https://www.georgiastandards.org/Frameworks/GSO_Frameworks/SS_Gr_5_Unit_1.pdf).

-Georgia State Educational Standards for Fifth Grade Social Studies.

Zimmerman, K. A. (2015, January 15). American Culture: Traditions and Customs of the United States. Retrieved June 18, 2016, from <http://www.livescience.com/28945-american-culture.html>.

-An article detailing traditions and customs in the United States. This article, although it talks about many traditions and customs and how that makes up American culture, offers an entire section of the article solely about baseball and its contributions to American culture.

Zimmerman, K. A. (2015, February 19). What is Culture? | Definition of Culture. Retrieved June 18, 2016, from

<http://www.livescience.com/21478-what-is-culture-definition-ofculture.html>.

-An article that takes an introductory approach to the study of culture and how it is defined.