Overview

Students will attend or view a clip of a Pirates baseball game. Students will view a clip of the 1909 World Series game, and will comment on the clip. The students will then view a picture of the 1909 Pirates baseball team and the Bennett stadium where the 1909 World Series took place. After a brief discussion students will be broken up into cooperative learning groups. Students will be given specific websites to find factual information about the Pittsburgh Pirates over 100 years using primary and secondary sources. To assess the students they will create and present a poster showing at least four ways baseball has changed over 100 years.

Goal

Using an inquiry based model, students will be able to address several ways baseball has changed over the past 100 years. The inquiry based learning model used is seen in the following steps:

- Ask
- Investigate
- Create
- Discuss
- Reflect

Objectives

1. Given photographs, students will compare past Pirates baseball players with Pirates baseball players of today through group and class discussion.
2. Given a short film of the 1909 World Series, students will compare the film with the current team through oral discussion.
3. Students will navigate through websites to find information about previous Pirate baseball teams.
4. Students will prepare a poster presentation using primary and secondary sources to support the facts they found.

Investigative Question

Looking at different aspects of Pittsburgh Pirates baseball, how has baseball changed over the past 100 years?

Time Required

2-3 days

45 minute period
Recommended Grade Range

3rd-5th grades

Subject

Social Studies

Standards

8.1.3.A History
8.1.3.D History
1.8.3.B Reading, Writing, Speaking and Listening

Credits

Melanie Meucci

Materials Used

computer
drucker
paper
writing instrument
poster paper
markers
construction paper
scissors
kleber
pictures used (one for each group)
lists of websites (one for each group)

Resources Used


Description of Procedure

1. Students will be engaged prior to the lesson by a Pirates baseball game clip (e.g. you tube) or by being able to attend a Pirates baseball game.

2. Discuss with the students about what they saw, felt, heard, or smelled if they were able to attend a baseball game. It not able to attend game talk about what students saw on film, what they might smell or hear at a baseball game. (This section of the lesson cover the discussion portion of the inquiry based model.)

3. Show students the short film The Ball Game/Thomas A. Edison, Inc. (see resources)

4. Ask the students, what year they think the film was recorded? (This section of the lesson covers the ask portion of the inquiry based model.)

5. Ask the students, does this look like a ball game you would see today? Why or why not? (This section of the lesson covers the ask portion of the inquiry based model.)

6. Pair the students into cooperative learning groups of two or three, pass out the artifacts that you choose for them to review. (The items are the pictures of the 1909 Pirates baseball team and Bennett Park stadium taken in 1909.) (see resources)

7. For about 5 to 10 minutes have the students discuss ways the artifacts are different from the current Pittsburgh Pirates in their cooperative learning groups.

8. After the students have a group discussion, have the students share their ideas with the others and place their ideas on the board (pitching styles, catching styles, uniforms, concessions, scorekeeping, income, famous players, etc.) (This section covers the reflect aspect of the inquiry based model.)

9. Discuss with the students the assignment; tell them that they are going to use the websites to find interesting historical information about the Pittsburgh Pirates and what has changed over the past 100 years.

10. Tell the students that they will be creating a poster, each poster is to display pictures/artifacts and captions supporting the facts they found. Each group poster will be worth a total of 15 points; the students will be assessed on planning and factual information, aesthetic, and presentation. (This step begins the investigate and create portion of the inquiry based model used.)

11. Each group must display at least four facts through pictures/artifacts and captions. Two must be primary.

12. Pass out a piece of paper to each group with the following list of links of websites that they will be able to use in order to find multiple primary and secondary resources:
   a. www.loc.gov (i.e. American Memory, Prints and Photograph Online Collection)
13. Students will also receive a copy of the rubric in which they will be graded upon to understand what is expected of them.
14. Students will work through the websites to find other artifacts or interesting facts about the previous Pirates baseball teams compared to the team today. Have the students print the information as they find it.
15. Students will then put together their posters using multiple materials provided.
16. Students will then present their posters to the class. Each student in the group will have to describe at least one aspect of the poster to receive the highest grade possible. (This section of the lesson also covers the reflect portion of the inquiry based model.)
17. Each group will be assessed using a rubric.
Poster Assessment Rubric

Name(s):______________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Date: ______/______/______

Each group of presenters will be rated in the following categories planning and facts, visuals, and presentation on a scale from one to five (five being the highest).

Planning and Facts

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<tbody>
<tr>
<td>Clear title of poster</td>
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<td>Introduction of topic</td>
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<td>2 primary sources</td>
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<td>4 total sources</td>
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<td>No introduction given</td>
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<td>1 or less primary sources</td>
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<td>Less than 4 sources</td>
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Visuals

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<tr>
<td>Neat</td>
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<td>Good use of white space</td>
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<td>Creative</td>
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<td>Easy to read</td>
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<td>Pictures</td>
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<td>Messy</td>
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<td>No color</td>
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<td>No or few pictures</td>
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Presentation

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<tr>
<td>Talks clearly and loudly</td>
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<td>Good eye contact</td>
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<td>Every group member presents a piece of the poster</td>
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<td>Hard to hear speakers</td>
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<td>No or little eye contact</td>
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<td>Not every member of group participates</td>
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Overall Score:  /15
1. **What worked best according to your plan?**

   I conducted this lesson over a three day period while having a week-long substitute assignment within the Connellsville Area School District. Engaging the students was the best part of the lesson; almost all of the fourth grade students are active or interested in sports. The opening discussion of baseball following the clip got each student motivated and eager to learn more about our hometown team—the Pittsburgh Pirates. When the clip was shown of the 1909 World Series, students were surprised and even more interested in the previous ball players of the Pittsburgh Pirates.

2. **Did any aspect of this lesson go worse than expected?**

   The next time I would conduct this lesson I would give less time for discussion, and more time for the students to find information, and for the development of their posters. The students wanted to share stories and ideas which is strongly encouraged but, there needs to be a time restraint on the open discussion portions of this lesson. I encouraged the students that they could share their stories during their poster presentations.

3. **Were there any unexpected learning opportunities that occurred for your students?**

   The students were very interested in the fact that the Pittsburgh Pirates were not always titled or called the Pittsburgh Pirates. This came up in our question and discussion session after viewing the clip of the 1909 World Series. I feel that there are so many interesting facts about Pittsburgh baseball
that could be taught. The name changes are an interesting topic that wasn’t taught in its entirety. I feel that many other lessons could be derived from the topic of Pittsburgh baseball.

4. **What could be improved?**

The next time I teach this lesson will be when I am a full-time teacher. The students were interested in the topic and it inspired them to learn independently. I will make a few changes to the lesson as well: first, I will put time limits on the open discussion sections of this lesson to better improve it. I will probably also make a unit out of the topic using this lesson as the beginning lesson and poster for the unit grade, which would then be due at the end of the unit. Some other lesson topics could be about a number of item, such as: Pittsburgh baseball team name changes; concession items and pricing; stadiums; uniforms; ticket pricing; and, baseball cards. These are all interesting items that could be lessons within a unit on Pittsburgh baseball. Also, when allowing students to have computer research time, I will make sure that the students are searching for Pittsburgh baseball and not Pittsburgh Pirates baseball; they will get a lot more artifacts on the older pirates teams this way.

5. **Was there any professional development impact on you, as the teacher? Did this lesson alter your approach in teaching?**

As a professional teacher, I saw through this lesson that independent learning and group learning can be very beneficial. It allows students to learn about an interesting topic without the teacher lecturing. It also allowed the students to learn using a hands-on approach. The students researched topics of Pittsburgh baseball to find facts to present to the class. I feel that the students learned about Pittsburgh baseball for a lifetime within this lesson. When I am a full-time classroom teacher, I will use more hands-on approaches in my teaching. This approach allows students to learn independently with my supervision and encouragement. I also like the idea of a unit so that each topic can be covered thoroughly throughout each of the lessons.
6. **Quantifiable Results:**

The class that I taught had 30 students in the classroom. I broke the students into ten groups of three. I paired the students myself, because it was easier since I was not very familiar with the class. To receive the highest grade possible, each student had to participate in the presentation section on the rubric. The groups’ grades are as follows:

- Group 1: 15/15
- Group 2: 15/15
- Group 3: 15/15
- Group 4: 14/15
- Group 5: 13/15
- Group 6: 15/15
- Group 7: 15/15
- Group 8: 15/15
- Group 9: 14/15
- Group 10: 15/15

Each of the students received a passing grade on the poster assessment. This grade was used by the classroom teacher as an extra credit grade in social studies.