

BASEBALL

THE TENTH INNING

A FILM BY KEN BURNS & LYNN NOVICK

Mapping Baseball

Grade Level: 6-12 (although the lesson may also be suitable for lower grade levels with some adaptations)

Related Academic Subjects: U.S. history, geography

Lesson Overview:

In this lesson, students chart the movement and development of major league baseball teams as the U.S. population and markets shifted in the post-World War II era. Students use Google Earth to document this movement.

NOTE: Before beginning the activity, the teacher should ensure that all needed software (Google Earth) is installed and operational on student computers. If Google Earth is not available, the assignment can be completed using blank maps and markers. However, computers with Internet access will be necessary to complete team histories and other activities.

Lesson Objectives: (The student will...)

- Recognize and understand trends in U.S. population movement
- Understand how these trends translated into the movement of established major league baseball franchises or the development of new ones
- Understand the factors (demographic, cultural, technological, social) that caused movement and relocation of teams

Estimated Time for the Lesson: Two to three class periods

Materials Needed: Computers with Internet access and Google Earth installed.

Lesson Procedure:

Opening Activity

Review the five themes of geography (location, place, human-environment interaction, movement and region) with the class. (An explanation of the geography themes can be found at <http://www.nationalgeographic.com/resources/ngo/education/themes.html>.) Have students brainstorm factors that make a place more desirable. Ask them to look at their town or city and determine which of the geography themes encourage settlement and relocation of people and industry to that area. Which discourage settlement and relocation? Have students speculate as to why this is so.

Main Activity

Once the class has completed the opening activity, tell students that they will be mapping the location and migration of major league baseball teams from 1957 until recently and mapping new franchises created in the past 50 years. Announce that they will draw conclusions as to why teams migrated, or why certain cities were able to attract MLB franchises.

Divide the class into six groups, and assign a major league baseball division to each group (American League East, Central, or West; National League East, Central, or West). Each division includes four to six teams.

Distribute a copy of the Mapping Baseball Assignment Sheet to each group. Tell students that one question asks them to figure distance from the “home team’s” location. For purposes of this assignment, the home team will be the team in their division that is closest to their school’s geographic location.

Allow sufficient time for students to complete the assignment sheet. The sheet asks students to place markers on Google Earth and save completed maps in keyhole markup language zipped (.kmz) files. Teachers who are unfamiliar with using Google Earth can review the Google Earth links in the Resources section below.

Extension Activity:

Ask students to complete a similar Google Earth assignment (or paper map) charting team movement in another professional sports league, such as the National Football League, National Basketball Association or National Hockey League.

Have students use Google Earth to map the movement of a particular player over the course of his career. Ask students to write “position papers” describing how this player’s movement might have affected fan loyalty toward him as he moved from one location to another.

Assessment:

Once students have completed the lesson, the rubric included below can be used to evaluate their work.

Resources:

(NOTE: The teacher should also encourage students to conduct research using traditional resources, such as books, magazines and encyclopedias.)

Baseball Web site (<http://www.pbs.org/baseball>)

Tenth Inning Web site (<http://www.pbs.org/tenthinning/>)

Google Earth download (<http://earth.google.com/intl/en/>)

Major League Baseball Web site (<http://www.mlb.com>)

Major League Baseball “History of the Game” site
(http://mlb.mlb.com/mlb/history/mlb_history_teams.jsp)

Infoplease “Growth of Major League Baseball” page
(<http://www.infoplease.com/ipsa/A0112349.html>)

Major League Baseball Team Names
(<http://www.jimwegryn.com/Names/BaseballTeams.htm>)

Google Earth Resources:

Google Earth Tutorials
(<http://earth.google.com/userguide/v4/tutorials/index.html>)

Google Earth Education Community
(<http://edweb.tusd.k12.az.us/dherring/ge/googleearth.htm>)

Google Earth for Educators webpage
(http://www.google.com/educators/p_earth.html)

Academic Standards:

This lesson fits the following standards as set by the Mid-Continent Research for Education and Learning (McREL) (<http://www.mcrel.org/standards=benchmarks>)

Geography

Standard 2. Knows the location of places, geographic features and patterns of the environment

Level III (Grades 6–8)

Benchmark 3. Knows the relative location of, size of, and distances between places (e.g., major urban centers in the United States)

Level IV (Grades 9-12)

Benchmark 1. Knows the approximate locations of major political and economic cultures

Benchmark 2. Knows the ways in which mental maps influence human decisions about location, settlement, and public policy (e.g., locating houses in areas with scenic views; decisions to migrate based on newspaper and magazine advertisements, or television programs and movies)

Standard 9. Understands the nature, distribution and migration of human populations on Earth's surface.

Level III (Grades 6–8)

Benchmark 2. Knows the factors that influence patterns of rural-urban migration (e.g., urban commuting; effects of technology on transportation, communication and people's mobility; barriers that impede the flow of people, goods and ideas)

Standard 12. Understands the patterns of human settlement and their causes.

Level III (Grades 6–8)

Benchmark 1. Knows the causes and consequences of urbanization (e.g., industrial development; cultural activities such as entertainment, religious facilities, higher education; economic attractions such as business and entrepreneurial opportunities; access to information and other resources)

Level IV (Grades 9–12)

Benchmark 1. Understands how the functions of cities today differ from those of towns and villages and cities in earlier times (e.g., more specialized economic and social activities, greater concentration of services, greater availability of the same services)

U.S. History

Standard 26: Understands the economic boom and social transformation of post-World War II United States.

Level IV (Grades 9–12)

Benchmark 3. Understands the socio-economic factors of the post-World War II period in America (e.g., the gap between poverty and the rising affluence of the middle class, the extent of poverty in post-World War II America)

Benchmark 4. Understands social, religious, cultural and economic changes at the onset of the Cold War era (e.g., the causes and results of new government spending on educational programs, the expansion of suburbanization and the impact of the "crabgrass frontier," the role of religion, the impact of the GI Bill on higher education, how the Cold War influenced the lives and roles of women, how artists and writers portrayed the effects of alienation on the individual and society after 1945)

Standard 31. Understands economic, social and cultural developments in the contemporary United States.

Level III (Grades 6–8)

Benchmark 2. Understands demographic shifts and the influences on recent immigration patterns (e.g., the flow from cities to suburbs, reasons for internal migrations from the "Rustbelt" to the "Sunbelt" and their impact on politics, implications of the shifting age structure of the population)

Level IV (Grades 9–12)

Benchmark 4. Understands the influence of social change and the entertainment industry in shaping views on art, gender and culture (e.g., how social change and ethnic diversity affect artistic expression in contemporary American society, the reflection of values in popular TV shows, the effects of women's participation in sports on gender roles and career choices)

About the Author

Michael Hutchison is Social Studies Department chairperson at Lincoln High School, Vincennes, Indiana, and has over 30 years of teaching experience. He has written several lessons for PBS films, including "The Civil War," "The War," "Horatio's Drive," and "Empire of the Air." He is president of the board of directors of the Indiana Computer Educators, and is a moderator for the NCSS Network and list editor for H-HIGH-S, a secondary social studies teachers' listserv.

Mapping Baseball Rubric

1. **Google Earth/Mapping: Did the group correctly locate their division's current team cities and, if applicable, original team cities? (15 points possible)**

_____ points awarded

2. **Assignment sheet completion: Did the group successfully complete the Mapping Baseball Assignment Sheet? (15 points possible)**

_____ points awarded

3. **Cooperation: Did the group work together to complete the tasks in the assignment? (15 points possible)**

_____ points awarded

4. **Other criteria added by the teacher:**

_____ points awarded

Total points awarded for the lesson: _____

Mapping Baseball Assignment Sheet

Student names: _____

Division assigned: _____

Part A. Division Statistics

Using the chart below, complete information on each team in your assigned division. (NOTE: In some instances, not all rows or cells will be used.) Much of the information needed to complete the chart can be found at the “History of the Game” Web page

(http://www.mlb.com/mlb/history/mlb_history_teams.jsp).

Team City	Team Name	Original City	Original Team Name	Other Team Names	Home Stadium(s)

Part B. Google Earth: Using the Google Earth application on your computer, complete the following activities:

- 1. Using yellow placemarkers, mark the city of each team in your assigned division.**
- 2. If a team moved to its current location from another city, use a blue placemaker to locate the team’s original city. If the team has called more than one city home, use different colored placemarkers to denote each location.**
- 3. If a team has called more than one city home, use the Google Earth “ruler” tool to determine the distance in miles from the team’s original location to its current one. Plot the distance from location to location.**
- 4. Using Google or another search engine, look for a picture of the current stadium of each team. Add the URL of that photo to your yellow placemaker.**
- 5. Presume that your “home team” is the team in the division geographically closest to the location of your school. Using the chart below, write how many miles your team would have to travel from its home city to each of the other teams in your division to play an away game. (Not all blanks in the table may be used.)**

My Team City	Opponent’s City	Miles traveled to play

Part C. Analysis Questions: As a group, develop answers to the following questions. Use the “History of the Game” Web site at (http://www.mlb.com/mlb/history/mlb_history_teams.jsp)

- 1. In one or two paragraphs, using the online resources as well as your “division statistics chart,” write a short history of your home team (team in your assigned division closest to your school). In your history, be sure to include the year your team was created, playoff and World Series experience, team stars and their achievements, and geographic movements of your franchise.**

- 2. Look at the themes of geography your class discussed earlier and select the top three factors that might have affected the movement or placement of your teams. Why did you select the themes you did?**

- 3. Look at the team history statistics for your home team. If that team moved from one location to another, speculate about how any of the following factors—demographic, cultural, economic or technological—were important in your team’s migration. If your team has not moved from another location, speculate why it has remained in the same place. Justify your answer.**

- 4. Speculate on the impact of team movement.**
 - a. If your team moved frequently, how might that have affected team loyalty?**
 - b. If your team moved infrequently, how might that have affected team loyalty?**
 - c. Did the movement have an impact on the popularity of individual athletes or the team in general?**