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Lesson Plan I

“Interview, Inquire, Investigate: What can you Find Out at the Ballpark?”

Children determine what they would like to know and how they can find it out when visiting Canal Park.

Reference to Ohio Academic Content Standards:

K-2/Social Studies Skills & Methods: C. Communicate information orally, visually, or in writing.

Objectives:

The children will explore the richness of a particular environment and experience by anticipating, planning ahead and seeking out information and understanding through a variety of observations and discussions.

Materials:

Books about baseball, sporting events, occupations, stadiums and cities; steno pads and pencils

Before the Game:

Hold multiple discussions about what to expect to see and learn at the Education Day baseball game. Use a KWHL format to record what children already know, what they would like to know and HOW they can find out. After the discussion, each child should have several specific plans for observation and gathering information. Some methods might be asking questions of other fans, interviewing an employee, counting, estimating and sketching what they see, and thinking of specific questions for further research upon their return. Discuss what labor forces are needed to keep a stadium running. What do you think is needed? (concessions, janitorial, ushers, ticket staff, announcers, manager, etc.). Key the students to look for different jobs, besides a player at the stadium.

Students should work in groups to design two BRIEF questions that could be asked to gain the information we would like. How should they be phrased to be succinct and polite? Assign some children the task of interviewing an usher or concessionaire.

At the Game:

Children enjoy the game while actively observing and making mental notes of information the class has identified as being of interest. Interviews can be conducted as opportunity affords. Children may choose to sketch or make notes on their pads to record information they are seeking.

Beyond the Game:

Complete the “L” portion of the KWHL chart... allowing each group of children opportunities to report on what they learned at the game about baseball, about the city, about the stadium or about the people who work there. THEN, add to the “W” part. What else would we like to know and “H”ow can we find out MORE?

Choose a job (other than a player) and write a descriptive piece that includes what a day on the job would be like. Students may draw pictures of themselves in that job.



Lesson Plan 2 “(Put Your Name Here) Stadium”

Children, to any level of complexity and with a variety of focuses, create their own version of a baseball stadium. This can be done on paper, as a classroom center, or in Make-Believe. It could also take over the classroom for a time.

Reference to Ohio Academic Content Standards:

K-2/Geography: B. Identify physical and human features of places. C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

Objectives:

Children will apply their understanding of economics, occupations and service in developing a model of a baseball stadium.

Materials:

Child-made props; books about baseball and stadiums; samples of “real” programs, tickets, job applications, and paychecks; child-made signs and advertisements, child-made applications, tickets, money, and programs.

Before the Game:

Begin by discussing personal experiences at baseball games. As a class, plan a day at the ballgame within the classroom. Discuss the roles that students can take on, the setting and props to be designed and made, and the details to be developed. Provide books or websites for students who have never attended a game.

At the Game:

Be very observant and gather examples of hard data (tickets, programs, even food wrappers) to assist in designing the class stadium. Talk with team employees and/or volunteers to discover additional information.

Beyond the Game:

Open the ballpark in the classroom: offer applications and interviews for prospective employees, develop advertising, design and create the physical representation of the stadium itself, hold try-outs for players, make real or pretend (paper, clay, cardboard) food, develop roles (such as player, fan, ticket-taker, manager, vendor, announcer, etc) and allow opportunities for children to take on multiple roles. Discuss what worked and what didn't and WHY!

Invite other classes to experience your day at the ball park along with an activity book with activities to complete.



**Lesson Plan 3
“Concession Stand”**

Children gather information to develop and run their own version of a stadium concession stand.

Reference to Ohio Academic Content Standards:

K-2/Economics: B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.

Objectives:

Develop a menu for a classroom concession stand based on student preferences and feasibility. Estimate costs of common items based on prior experiences and on remaining competitive. Design and make signage and advertisements and apply knowledge of occupations involved through role-playing.

Materials:

Steno pads, Appendix D, paper, cardboard, clay, paint, markers, paper, pencil

Before the Game:

Using Appendix D, predict what will be available at the game’s concession stand and the prices. Make a list of things to look for while at the game and prepare students with assignments to record information on steno pads.

At the Game:

Selected students can copy foods and prices from concession stands, or the teacher can provide a list. All students should notice what the other fans are eating (especially NON-student fans), and make mental note of the “best” foods and the ones not so appealing. Also remind students to give attention to methods of sale and advertising throughout the stadium (signs/vendors/announcements)

Beyond the Game:

Students should compare predictions with actual prices & graph results.

Children open a concession stand in the classroom. They can work in teams to make their own menus and prices (based on surveyed interests of classmates) and set up a structure and roles for acting out the concession stand.

Other variations: Give various budgets to students. Ask “What can you buy for \$5?” and require students to think of three different meal combinations for one amount. Ask what they can buy with a specified amount to share among 3 people or what can they buy with a \$10 bill and still have “folding money” left for their mom and/or dad. Workers in the concession stand should find ways to “push” or “upsell” items that are underselling.



Lesson Plan 4 “Distance Learning”

Children research the cities and states of the Aeros opponents.

Reference to Ohio Academic Content Standards:

K-2/Geography: A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.

Objectives:

The child will use map skills to describe locations of places on a map, and compare features of his/her local community with that of other communities.

Materials:

Appendices, maps of the United States and Canada with mileage scales, a variety of resources, paper and pencil

Before the Game or Beyond the Game:

Children work in teams to research a city and state that sends a team to oppose the Aeros. At least one team of children should choose the team which the Aeros will face on the Education Day game they attend. Some areas of research could include:

- * the capital of the state
- * population of the city and state
- * products and occupations of the state
- * distance to the city from Akron (determine which are closest & farthest)
- * other professional sports teams from the same state
- * historical facts of interest
- * famous persons born in the state

Each team should determine and access sources for information (people, books, chambers of commerce, team front offices, internet, etc.) and then work together to decide how to share the information about their city and state with the rest of the class. Showcasing could include: posters, maps, tables and graphs, skits, drawings, etc.

At the Game:

Students who researched the opposing team should present a brief reviewing of their team for the students attending the game.



Lesson Plan 5 “Find My Way to the Ballgame”

Children gather information on the way to and from the ball park to make a map of their route on game day.

Reference to Ohio Academic Content Standards:

K-2/Social Studies Skills and Methods: A. Obtain information from oral, visual, print and electronic sources.

Objectives:

The child will work with others to gather information to draw a map of the local community.

Materials:

Steno pad to record information, maps of the city of Akron and of your city or town (optional) - see appendix J, paper and pencil

Before the Game:

Walk in the immediate area of the school, making note of the street signs and discussing right and left turns. Ask children, with the help of their parents, to keep track of their route from their homes to the school, noting the names of the streets they ride or walk and of the turns they make on each, as well as landmarks. Help children to use that information to make a map of their route.

At the Game:

On the bus, cars, or on the walk to Canal Park, have children observe and call out the street signs and the turns made. An adult or child volunteer can record the information as given. For example, “Right turn! Now we’re on Broadway!” Check those written directions upon the return trip. Look for landmarks.

Beyond the Game:

As a class, draw a map of your recorded route to Canal Park. Include all streets you traveled on, and mark the turns. Individual children can draw landmarks in the appropriate places and develop keys. Include a compass rose and determine whether they traveled north, south, east or west on each street. Draw a map of the stadium and around the stadium. Use map Appendix G.



Lesson Plan 6
“A Lock 2 Win”

Children research the name of the park, Canal Park, to discover the historical connection of the area and the canal system.

Reference to Ohio Academic Content Standards:

K-2/History: C. Compare daily life in the past and present, demonstrating and understanding that while basic human needs remain the same, they are met in different ways in different times and places. D. Recognize that the actions of individuals make a difference and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

Objectives:

The child will explore historical information.

Materials:

Informational resources of the Ohio Canal

Before the Game:

Research the name of the ballpark using the information in appendix X as a starting point.

At the Game:

If possible, allow time before or after the game to walk behind (Northwest of) the stadium to Lock 2 Park. This park (off State Street) is situated on Lock 2 of the Ohio Canal and is home to a metal representation of a canal boat (actual size) which holds several placards of information about the canal boat and the canal system. In addition, children can see the steps of the Lock and follow it for a time to a waterfall.

Beyond the Game:

Discuss possible names for a ballpark if it were opened near an old rubber factory, or near the National Inventors Hall of Fame (Inventure Place), The University of Akron or other sites of interest in Akron or in your town.



Lesson Plan 7
“Maps to find your way”

Children will learn to understand and interpret map symbols and to use maps.

Reference to Ohio Academic Content Standards:

K-2/Geography: A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations. B. Identify physical and human features of places.

Objectives:

Students will learn to use existing maps and how to create a map.

Materials:

Appendix F - map of the stadium, paper, markers, crayons, or colored pencils

Before the Game:

KWL - Ask the students questions: Have you been to a ballpark before? What are some of things you have seen in a ballpark? What do you expect to see? What might the ballpark look like?

Introduce or review map skills through group and individual activities, such as creating a classroom map with a key, or a home, or town map. Discuss map keys. What information do you expect to see in the map key and on the map? Use copies of the stadium map (Appendix F) to recognize the map key, interpret symbols, and directions before attending the game.

At the Game:

Using Appendix F, the map of the stadium, answer teacher directed questions:

1. What sections are closest to the lemonade stand?
2. How many total restrooms are in the stadium?
3. Where is the closest place to buy cotton candy?
4. Which three sections are closest to the home dugout?
5. If you want to buy Dippin Dots, would you rather sit in section 124 or section 111 and why?
6. Where would you sit if you hoped to catch a home run ball?

Beyond the Game:

Compare student answers from the At the Game activity. Discuss how students were able to locate information on the map to help them answer the questions. As a group or individually design a pictorial map of the school complete with symbols for the cafeteria, office, classrooms, restrooms, etc.



Lesson Plan 8
“Being a Good Sport”

Children identify personal responsibility and consequences for actions taken.

Reference to Ohio Academic Content Standards:

K-2/Citizenship Rights and Responsibilities: B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.

Objectives:

Students will understand and appreciate appropriate fan behavior.

Materials:

Chart paper and marker

Before the Game:

Discuss as a class appropriate behavior for a student. Use chart paper to list these rules and procedures. For example; how to act and behave on the bus during a field trip. Apply this discussion to the role of a fan.

Discuss the appropriate behavior of a person while attending a baseball game. The teacher may want to have students model these behaviors through role playing, followed by a discussion of the players behaviors as well (good sportsmanship, taking turns, staying in the on deck circle, etc.). Why is it important to follow the rules as a player and as a fan?

At the Game:

The teacher may remind students of the rules and procedures as they get on the bus, sit in their seats, use the restroom at the stadium, etc. Students will apply all of the appropriate behaviors that were discussed in the classroom. Students will observe the behavior of other fans and players in preparation for another discussion following the game.

Beyond the Game:

The teacher may want to review the first chart created before the game, then lead a group discussion while adding to the original list or creating a new list on chart paper. Throughout the discussion generate and list appropriate and inappropriate behavior, the consequences of good and bad behavior, and the potential corrections to inappropriate behavior.



Lesson Plan 9 “Impacting A City”

Reference to Ohio Academic Content Standards:

3-5/Economics: B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade. Geography: D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Objectives:

To determine the impact the Akron Aeros baseball team has on the Akron area.

Materials:

Akron Aeros website (www.akronaeros.com), newspaper articles, chart paper, markers and Appendix P

Before the Game:

Divide the class into groups of 3-4 students. Ask students to use the internet, newspapers, Appendix P and any other resources to find out as much as possible about the Akron Aeros. Each small group will record on chart paper all the ways the Akron Aeros team has impacted the area. Remind students to think about the factors of production (land, labor, capital and entrepreneurship). Students will bring responses back to the large group. Select a reporter from each group to share responses with the class. Group similar responses. Leave charts hanging in the classroom.

At the Game:

List all of the behind the scenes land, labor, capital, entrepreneurship. Have students note items and determine if they are goods or services (example: hot dogs, ushers, soda). Have students write down the sponsors that they see throughout the park and identify them as a good, service, or both.

Beyond the Game:

Discuss any additions to the classroom chart. Analyze the list to determine which changes are positive and which changes are negative and why.

Create a chart with quadrants (land/labor/capital/entrepreneurship). Brainstorm a list of items used at the game, analyze the factors of production for each.



Lesson Plan 10 “The National Anthem”

Reference to Ohio Academic Content Standards:

3-5 Social Studies/Citizenship Rights and Responsibilities A. Describe the ways in which citizens can promote the common good and influence their government including: a. voting; b. communicating with officials; c. participating in civic and service organizations; d. performing voluntary service. B. Explain why personal responsibilities and civic responsibilities are important. C. Explain the importance of leadership and public service. D. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Objectives: The students will learn the significance and the meaning of the national anthem, and why it is performed before every baseball game.

Materials: Paper, pencils

Before the Game:

Discuss the history of the song, going through each line and researching the history of the lines.

Discuss who wrote the song and why.

Discuss why the National Anthem is performed prior to each baseball game.

Learn the song by heart and sing it as a group in class (put on overhead projector, PowerPoint, or handouts.

Discuss why people take off their hats for the song, or put their hands over their hearts.

At the Game:

Have the students sing the song in their seats.

Have the students observe who participates in singing the National Anthem before the game.

Have the students observe who takes off their hats/puts their hand over their heart during the National Anthem.

Beyond the Game:

In groups, sing in front of the class:

Have the students ask their parents/grandparents what the National Anthem means to them

Have the students research other countries National Anthems (in groups) and present to the class.

Evaluation Methods:

Did the students learn the song correctly?

Did the students observe, in a journal, people in the stands during the game?

Did the students pass the quiz on the history of the National Anthem?



Lesson Plan I I
“Time”

Reference to Ohio Academic Content Standards:

6-8/History: A. Interpret relationships between events shown on multiple-tier time lines.

3-5/History: A. Construct time lines to demonstrate an understanding of units of time and chronological order.

Objectives:

To develop a timeline of historical events in the history of the Akron Aeros and Ohio.

Materials:

Appendix O, Appendix X, reference materials, Internet

Before the Game:

Have students design a timeline of their life from birth to present including a significant event for each year of their life.

Read Appendix O and Appendix X. Create a list of at least five important dates and events to record on a timeline. Visit the library or the internet to find three events in Ohio history that occurred between 1980 and 2001. Design a timeline to represent all your information.

At the Game

Tour the stadium and observe the surrounding city. Locate the Canal, Main Street, etc.,

Make a list of landmarks or city sites seen from the stadium (Ex. Children’s Hospital, Akron Beacon Journal clock, YMCA, etc.).

Beyond the Game:

Create a timeline of the game activities (events from the day) with a minimum of ten (10) events.



**Lesson Plan 12
“Plotting minor league baseball teams”**

Reference to Ohio Academic Content Standards:

9-10/History: B. Explain the social, political, and economic effects of industrialization. F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. Economics: A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.

6-8/Geography: D. Explain reasons that people, products, and ideas move from place to place and the effects of that movement on geographic patterns.

Materials:

Oversized United States map (to be marked on), Markers, Baseball Information Resources: books, web sites (www.minorleaguebaseball.com), etc. (Appendix W)

Before the Game:

See Appendix N for a listing of every minor league baseball team in America.

1. Have your students select or assign them to five different minor league baseball teams.
2. Ask each student to plot each team in its exact location on the U.S. map.
3. Using the teams assigned to each students, have the students research the following items and then compare their findings to those of the Akron Aeros. Add your own comparisons!
4. Review information about the elevation of cities being considered and their physical differences. Have students consider some of the history of the cities and the history of baseball in each city. How does the team’s presence affect the city?

Team Name	Akron Aeros	Selected Team
Level of Professional Baseball	“AA”	
Name of League	Eastern League	
2004 Attendance	478,611	
Number of Games Played	142	
Stadium Name	Canal Park	
Total Cost to Build Stadium	\$31 million	
Cost of a hot dog	\$3.00	
Cost of a ticket	\$10.00	
Downtown or Suburbs	Downtown	
Distance from Akron (miles)	0	
Nearest body of water	Cuyahoga River, Ohio Canal	
City Population	Approximately 220,000	

At the Game:

1. On the way to the game, ask groups who was assigned the Aeros opponent to report their findings to the rest of the class.
2. Discuss how the Aeros and the City of Akron compare to the opponent.

Beyond the Game:

1. Have each student choose one major league team as well. Compare and contrast the differences between major and minor league baseball.
2. Locate cities without a baseball team that have comparable statistics and city information that would make them ideal hosts to a new professional team. Have any of these cities attempted to lure a team in the past?



Lesson Plan 13 “Economic Impact of the Ohio Canal”

Reference to Ohio Academic Content Standards:

9-10/Economics: B. Explain how the United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability. History: B. Explain the social, political and economic effects of industrialization.

6-8/Economics: A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.

Materials:

Video: “Ohio’s Canal Era” (available in most school libraries), Appendix X: “Building the Canal & Canal Traffic” and Ohio map, Coloring materials

Before the Game:

1. In class prior to the game, students will view the video/read the articles. The teacher will lead a discussion on the economic impact of the canal to Akron, and the history of the Canal.
2. In class after the game, students will complete a map and answer questions on Ohio’s canal system.
3. Discuss the importance and purpose of the Canal. How did the importance and purpose of the Canal change throughout history?

At the Game:

1. Have students view the canal boat model and Locks from the concourse behind Section 122.
2. Draw pictures or make a map of Lock 2.

Beyond the Game:

1. Create a Venn diagram comparing the importance of the canal in history to its importance today.
2. Compare the canal’s importance from the past to its present importance. Research other towns where water transportation was the focus for the city.
3. Using the Ohio map, chart the Ohio & Erie canal.
4. Discuss the purpose of the Canal Locks and how they work.
5. Create a “working” model of a Canal Lock and have students demonstrate how it works.
6. Extend the concept of comparison of economic effect of industrialization by examining the effects that the railroad had on our economy and society. How is the growth of these means of transportation similar?



Lesson Plan 14 “Decision-making and Resources”

Reference to Ohio Academic Content Standards:

9-10/Economics: A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce and who will produce them. Social Studies: A. Evaluate the reliability and credibility of sources. B. Use data and evidence to support or refute a thesis.

Materials:

List of people and materials involved with running the Akron Aeros team, pencil, paper

Before the Game:

Discuss the following factor of production terms: land, labor, capital, entrepreneurship, goods, services, production, consumption, revenue, resources, factors of production, competitive market, supply and demand.

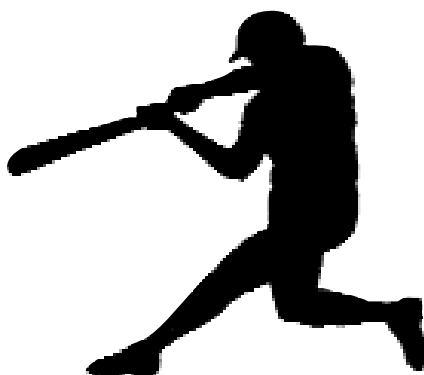
1. Create a large list of any and all people and materials that your class believes are involved in running the Aeros team. This could be as small as the grass at Canal Park or as important as the Aeros manager.
2. Place the students in small groups with the following instructions:
 - a) Evaluate each item on the list to determine which factor of production term it is most associated with.
 - b) Create a graphic organizer that will display your evaluation.
3. Compare the results as a class.

At the Game:

1. Looking at the advertisements on the Aeros' outfield walls, categorize them as goods, services, or both.
2. Why do companies want their name in a stadium? Which companies do you think would be smart to advertise on the outfield wall and why?

Beyond the Game:

1. Research professional baseball for taxes and regulations which are placed on teams. How do they affect the decision-making and resources used?
2. How are the Aeros similar or different to other types of businesses?
3. What other types of activities would draw additional revenue for a team?
4. What else should be sponsored at the stadium?



Lesson Plan 15

“The Importance of the National Past Time”

Reference to Ohio Academic Content Standards:

9-10/History: E. Analyze connections between World War II, the Cold War, and contemporary conflicts. F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

11-12/People in Societies: A. Analyze how issues may be viewed differently by various culture groups.

Objectives:

To explain why and how baseball continued during World War II and after the September 11, 2001 terrorist attacks on America. Students will identify key figures involved in these events and be able to explain why baseball is identified as the national past time.

Materials:

Appendix Z (Baseball History, Baseball and World War II, Letter from President Franklin Roosevelt, Spalding Advertisement, various articles on baseball), World map, various Reference guides and Baseball Related Web Sites.

Before the Game:

Discuss with students the concept of baseball as the national past time. Explain that in normal times, this may be one of many recreational interests among Americans. Also discuss, that in times of national crisis, baseball has served as an important diversion, a form of relaxation, and as a unifying force in the nation. Discuss some of the issues of World War II and the countries that were involved. Although the war began in 1939, the United States did not commit to fighting until December 7, 1941, when Japan bombed Pearl Harbor. Thousands of men were drafted to fight, thousands of men and women served in the military and in the factories that made materials for the war. The Commissioner of baseball, Judge Kenesaw Mountain Landis, questioned President Roosevelt that with the fate of the world at stake, should baseball continue playing? Ask students how they would have answered this question and why. After reviewing the Baseball and World War II article and the letter that President Roosevelt sent to Judge Landis continue the discussion. Would baseball continue? Why? What would many of the players then playing be doing? Who would play? Was this a good decision? Why or why not? Discuss some of those that were superstar players at the time and how they fought for their country (e.g. Bob Feller, Ted Williams, etc.).

At the Game:

Have students take note of any patriotic elements of the baseball game and the stadium itself.

Beyond the Game:

Have students report their findings, and discuss the events of September 11, 2001. Note that after a week off, baseball resumed play. Should baseball have continued to play? Why or why not? Was this a good decision? Why or why not? Students or the class may then read and discuss the various articles from Appendix Z concerning the return of baseball following the September 11th attacks. Compare baseball's situation during World War II and during the time following September 11th. What are the similarities and differences?



Lesson Plan 16 “Baseball IS History: Research Project”

Reference to Ohio Academic Content Standards:

11-12/Social Studies: B. Critique data and information to determine the adequacy of support for conclusions. C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.

9-10/Social Studies: A. Evaluate the reliability and credibility of sources. B. Use data and evidence to support or refute a thesis.

Materials:

Appendix Z (Baseball History, Baseball and World War II, Letter from President Franklin Roosevelt, Spaulding Advertisement, various articles on baseball, etc.), various reference guides and baseball related web sites.

Before the Game:

Students will select a research project from the topics below in order to write a paper or produce a multi-media project (video, hyper studio program, magazine, etc.). The project should rely on both primary and secondary sources, as well as the internet, and follow the rules of research papers established by the school.

Topics:

The Impact of the Great Depression on Baseball, Women in Baseball, Breaking the Color Line in Baseball, The History of the Negro Leagues, The History of Ethnic Diversity in Baseball, Baseball During World War II, Baseball in War Time: Should it Continue?, Should the Cleveland Indians be called the Cleveland Indians?, or Labor Relations in Baseball 1970-1995.

At the Game:

Students will make observations at the game and take note of their experience to relate their experience and opinions to the topic of their research project. Students may ask questions of staff or players concerning their topic if the opportunity presents itself.

Beyond the Game:

Students will present their project to the class, including the observations that they were able to make at the game that are related to their topic.



Reference to Ohio Academic Content Standards:

6-8/Geography: D. Citizenship Rights & Responsibilities: A. Social Studies Skills & Methods: A., B., C.

9-10/Geography: A., B., C. Economics: A. Social Studies Skills & Methods: A., B

11-12/Geography: A., B. Economics: B. Social Studies Skills & Methods: B., C.

● DISTANCE TRAVEL

The Akron Aeros play in a 12-team “AA” baseball league known as the “Eastern League.” Representative teams are located throughout the the northeast sector of the United States. Each team has a major league affiliate located throughout the United States. Major league teams ideally prefer their minor league affiliates to be as close as possible for a number of reasons. See Appendix H for a map of Eastern League teams and Appendix K for a comprehensive mileage chart.

- Identify the major league team associated with each Eastern League team? Determine the distance between each major league team to its Eastern League affiliate. Plot on a map.
- What direction would you have to travel to get to each Eastern League park?
- Why do major league teams generally prefer that their minor league affiliates be as close as possible?

● USING MAPS

- Have students determine the directions from your school to Canal Park using a local map.
- What distance is your school from Canal Park?
- Plot the major highways and roads the Aeros take to each Eastern League city.

● ECONOMIC IMPACT OF BASEBALL AND CANAL PARK

- List a number of changes (positive or negative) that a baseball/sports stadium can have on a city?
- Why do many cities yearn for baseball/sports stadiums?
- Are all stadiums a success for their respective cities/regions? Through research, find examples of other cities who have built new stadiums in the past ten years.
- Why was Canal Park placed downtown rather than in the suburbs?
- What are some of the benefits reaped by a local economy through being home to a professional sports team?
- What local businesses may profit from a local team? How and why do they profit?



● NORTH, SOUTH, EAST, WEST ORIENTATION

- What features are in the northern-most direction of the ballpark?
- Which team in the Eastern League is the farthest north (also east, west, south)?
- Behind which base does the sun set? Why has Canal Park been laid out so that the sun sets behind this base? Why are all baseball fields laid out in this direction?
- On a picture of the park (Appendix F), draw a directional indicator showing all four directions.

● JOBS/PROFESSIONS REPRESENTED AT CANAL PARK

Many assume that minor league baseball consists only of the players that step onto the field. In reality, a number of different professions are represented, in addition to many job opportunities. Throughout the summer, as many as 150 people may be employed at once at Canal Park, whereas throughout the fall and winter months, the staff is scaled back to only 10-15 full-time employees.

- List all possible career opportunities/professions represented at Canal Park.
- How can these jobs be categorized (e.g. ticket sales, marketing, finance, gameday vs. full-time)?
- Estimate an Akron Aeros player salary (generally between \$20,000-\$30,000). Discuss why it is so much lower than the salaries that are read about in the newspaper.
- Besides being a player, what jobs with the Aeros would you be most interested in?
- At "Education Day," keep track of each type of employee with whom you interact.
- Generate a list of OTHER businesses/occupations that feel the positive impact of Canal Park. How were businesses or gameday employees that work with the Cleveland Indians or Cleveland Cavaliers affected by past work-stoppages/player strikes (i.e. restaurants, concessions workers, food vendors, etc.)?

● GEOGRAPHY OF AKRON AND SURROUNDING COMMUNITIES

- From each surrounding community, what is its distance (in miles) to Canal Park?
- On average, fans from as far as one hour in each direction will attend Canal Park. Mark a one hour distance radius from Canal Park from all directions and list some of the communities that attend events at Canal Park.
- How long does it take from each community to travel to Canal Park?

● NATIONALITY OF AEROS PLAYERS

- Using the roster sheet (Appendix E), identify the number of Aeros players from other countries. Discuss why so many players are from other countries. Which countries are represented? How many players are from each country? Do you think the results are representative of all of minor and major league baseball?
- Why are there so many players from Latin America playing in the United States? Are there any other countries that are gradually increasing their representation in baseball?
- Using yarn and a map of the Americas, connect each player's hometown to Akron. Who traveled the farthest to play in Akron?



● SIGNIFICANT & FAMOUS

A significant person makes a lasting contribution to society. What person in the history of baseball could be significant? Defend your position. Is there a person you would label a famous but not significant individual?

- When was this person born and when did they die?
- In what way is this person historically significant? Famous?
- What was the major event in the person's life (cause or action)?
- What was the action taken by the person (effect)?
- What was the result of the action taken (additional effects)?

● FACT VS. OPINION

Using an article from the sports section in a newspaper, ask students to highlight the facts in yellow and opinions in pink. Was the article mostly factual or opinionated? Do certain sections of the paper consistently print more factual or opinionated articles?

● TRADITIONS & SUPERSTITIONS

Research different traditions and/or superstitions in the game of baseball. How did they originate and are all of them still in use? *For example:* Singing the National Anthem, hot dogs, Crackerjacks, "Take me out to the Ballgame," the World Series, not washing your socks on a winning streak, jumping over the white foul line, etc...

● LABOR-MANAGEMENT RELATIONS IN BASEBALL

The relationship between the players (labor) and owners (management) has impacted professional sports, and baseball in particular, a great deal.

- Discuss labor relations in other industries.
- What are the major issues between players (labor) and owners (management)?

● DEMOGRAPHICS

Demographics play a large part towards determining how the Aeros market Canal Park and baseball throughout the community. Minor league baseball has a strong history of reaching specific demographics (i.e. families, children, etc.). Can your students determine the logic behind this?

- What are demographics? (See Appendix P)
- Estimate the Aeros demographics. Would you have predicted these figures?
- Why do the Aeros pay close attention to demographics? How can the Aeros and other businesses utilize this information?

