

Plumsted Township School District

Pacing Guide

Content Area: Social Studies- Elective

Grade Level: 11-12

Course Title: The History of Baseball and American Pop Culture

Course Description: The primary objectives of this course are for students to appreciate the growth of baseball as it intertwines with the development of the social, political, and economic landscapes within America.

The information will be dispersed through time periods in American history. Areas studied will include the Civil War Era, Progressives, Roaring Twenties, the Great Depression, World War II, the Civil Rights Movement, and the Foreign Culture. Each lesson will begin with examining time periods through the lens of American culture before exploring baseball’s growth and impact during that period using documents, literary writings, statistical data, photographs, and video. Student understanding will be assessed through a variety of oral and written tests, research projects, statistical analysis, and group projects.

UNIT PLAN-War, Origins, and Professionals	ONGOING
UNIT PLAN- The Dead Ball, Great War, and the Roaring Twenties	ONGOING
UNIT PLAN- Surviving the Great Depression and A Call to War	ONGOING
UNIT PLAN- Jackie, and the Civil Rights Movement Changes the Game	ONGOING
UNIT PLAN- Economics, Steroids, and “The World’s Game”	ONGOING

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Unit 1 Overview

Content Area: History Elective- 12th Grade

Unit Title: War, Origins, and Professionals

Unit Summary

This particular unit is necessary in order for learners to enhance understanding of the connections between the reaffirmation of the country, the impact of war on the game's growth, the rebirth of American industry, and the beginning of professional leagues.

Learning Targets

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and environment shape the American heritage.

- Design and implement a project management plan using one or more problem solving strategies
- Apply critical thinking and problem solving strategies during structured learning experiences
- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project

Strand	CPI #	Cumulative Progress Indicator (CPI)
Civics, Government, and Human Rights	6.1.12. A.4.d	Judge the effectiveness of the 13th, 14th, and 15th amendments in obtaining citizenship and equality for African Americans.
Geography, People, and the Environment	6.1.12. B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
Economies, Innovation, and Technology	6.1.12. C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
	6.1.12. C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
History, Culture, and Perspectives	6.1.12. D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
	6.1.12. D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
	6.1.12. D.4.e	Analyze the impact of the Civil War and the 14th amendment on the development of the country and on the relationship between the national and state governments.

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Civics, Government, and Human Rights	6.1.12. A.5.a	Relate industrial growth to the need for social and governmental reforms.
	6.1.12. A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
Geography, People, and the Environment	6.1.12. B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
Economies, Innovation, and Technology	6.1.12. C.5.a	Analyze the economic practices of various business organizations (i.e. corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
	6.1.12. C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
History, Culture, and Perspectives	6.1.12. D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
	6.1.12. D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
	6.1.12. D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
Civics, Government, and Human Rights	6.1.12. A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
	6.1.12. A.6.b	Evaluate the ways in which women organized to promote government policies (i.e. abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

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Unit 1 Essential Questions

- What events led the country into war against itself?
- From which games did baseball get its basic principles from?
- How did the Civil War affect the growth of the game?
- Analyze whether Reconstruction policies aided or hindered the reaffirmation of the country.
- How did the growth of “Robber Barons” industry impact the game?
- How did rules for the game differ by region, as well as evolve over time?
- How did the 1869 Red Stockings begin the birth of professional baseball?
- In what ways did the Progressive Mvt affect the ever changing game of baseball?

Unit Enduring Understandings

- Importance of historical documents and research
- Understanding various baseball terms
- How to analyze firsthand documents while “piecing together” history
- How to self-reflect on previously completed group and individual assignment

The Learner Will Be Able to:

- Identify causes of the Civil War
- Evaluate the historical validity of writings, documents, and statistics
- Successfully discuss divergent themes in order to positively portray one’s beliefs and opinions
- Analyze and interpret statistics
- Work in group atmospheres to accomplish classroom objectives
- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences
- Present completed work orally in front of an audience with respect to enduring knowledge and retention
- Understand the significance of a variety of research techniques

Evidence of Learning

Summative Assessment:

- Firsthand Document Analysis
- Research Paper/Powerpoint- “I Think the Birthplace of Baseball is....”
- Team Yearbook Creation

Equipment Needed: student computers, art supplies

Teacher Resources: Ken Burns Baseball documentary, various documents and articles, variety of websites including but not withstanding, www.youtube.com, www.lyrics.com, www.baseball-almanac.com, www.mlb.com, television, DVD player

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Formative Assessments

- Quizzes
- Oral discussions
- Do nows
- Journal entries
- Group work
- Objective tests
- Open-ended questions

Suggested Learning Activities/Specific Assessment

- Read from text pages pages 5-90 outlining the games infancy to its professional beginnings
- Use articles varying from “America’s Pastime, Behind Bars”, “Myth of Baseball’s Creation Endures, With a Prominent Fan”, “We Wuz Robbed” create discussion on baseball’s birthplace
- Students will attend a vintage baseball game played by historical re-enactors from the Hoboken 9 Club
- Create a yearbook for an early professional demonstrating understanding within the early aspects of the game, the time period, advertisements, and the strategies of marketing
- Create an obituary detailing the accomplishments and impact of a pivotal person in the formation of the first professional leagues

Unit 2 Overview

Content Area: ELA- History Elective 12th Grade

Unit Title: The Dead Ball, Great War, and the Roaring Twenties

Unit: This particular unit is necessary in order for learners to understand the new “Dead Ball” era of baseball as well as see the impact the Great War has on the country and the game. Furthermore, they will investigate the legendary “Blacksox” scandal, how it was dealt with and more importantly how the league overcame the adversity to witness the growth of the game and country during the Roaring Twenties.

Learning Targets

21st-Century Life and Careers Standard

The unit will integrate the 21st century Life and Career Strand 9.4 Strand A along with a variety of ELA standards as seen below.

- Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities
- Use correct grammar, punctuation, and terminology to write and edit documents
- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences
- Apply active listening skills to obtain and clarify information
- Employ critical thinking and interpersonal skills to resolve conflicts
- Employ teamwork skills to achieve collective goals and use team members’ talents effectively in the classroom and/or worksite
- Apply ethical reasoning to a variety of classroom and/or worksite situations in order to make ethical decisions

Strand	CPI #	Cumulative Progress Indicator (CPI)
Economics, Innovation, and Technology	6.1.12.C .6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
	6.1.12.C .6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
History, Culture, and Perspectives	6.1.12.D .6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e. Paterson Silk Strike 1913) and the United States.
	6.1.12.D .6.c	Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e. Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th amendment.
Civics, Government, and Human Rights	6.1.12.A .7.a	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
	6.1.12.A .7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e. the Espionage Act and the Sedition Amendment) on individual rights.

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Economics, Innovation, and Technology	6.1.12.C .7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
	6.1.12.C .7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
History, Culture, and Perspectives	6.1.12.D .7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
Civics, Government, and Human Rights	6.1.12.A .8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
	6.1.12.A .8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
Economics, Innovation, and Technology	6.1.12.C .8.a	Analyze the push-pull factors that led to the Great Migration.
	6.1.12.C .8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
History, Culture, and Perspectives	6.1.12.D .8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
	6.1.12.D .8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

Unit 2 Essential Questions/Enduring Understandings:

- How did the creation of a professional league change the view of the game to the American public?
- In which ways did players better their craft in respect to the money being offered?
- What caused the world to go to war?
- With the country at war, how did baseball aid the cause while still struggling to keep itself afloat?
- How did baseball deal with the Blacksox disgrace?
- Using the scandal and firsthand accounts from players, examine how a man's integrity has no price.
- Is it possible to view actual social and political problems through the game of baseball?
- Can one person, event, or image change the course of history?
- How did Babe Ruth rescue baseball from the scathing image of a gamblers game?
- Did gaining the right to vote allow for more social freedoms for women of the 1920's?
- In which ways did baseball stadiums begin to entice fans through the turnstiles?
- How did the economic policies of America lead to the devastating Depression?

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Enduring Understandings/The Learner Will Be Able to:

- Examine the creation of the minor league and how it allowed for a better product on the field.
- Show how the use of radio allowed for baseball to reach across the nation.
- How did the minorities of the times deal with their exclusion from baseball?

Evidence of Learning

Summative Assessment:

- **Mock trial of the Blacksox Players**
- **Objective/written tests**
- **Oral presentations**
- **Variety of long term written assignments**

Equipment Needed: Student computers/art supplies

Teacher Resources: Ken Burns Baseball documentary, various documents and articles, variety of websites including but not withstanding, www.youtube.com, www.lyrics.com, www.baseball-almanac.com, www.mlb.com, television, DVD player, *Eight Men Out* (movie)

Formative Assessments

- Quizzes
- Group work/trial
- Persuasive essays
- Objective tests
- Statistical analysis

Suggested Learning Activities/Specific Assessment

- **Read from the text pages 91-123 outlining the Dead Ball era to the culmination of the Roaring Twenties**
- **Using 3 articles from three different sources, decipher whether a fix was on in the 1919 World Series**
- **Adding on to the aforementioned readings, students will take part in a Mock Trial of the eight men accused of fixing the World Series**
- **Students will partake in a 2-3 page “historical revision”, history had the Red Sox not traded their star pitcher, George Herman Ruth**
- **Statistical Analysis Paper- Using today’s saber metrics, prove or disprove the notion the 1927 Yankees are the greatest team ever**
- **Create a radio broadcast commercial detailing the upcoming Cubs game against the Reds**
- **Examine the structure and intricacies of the early stadiums as they catered to the strengths of the team, followed by the structural design of your own stadium**
- **Create the argument for a lawyer that baseball owners and contracts of the time violated the Sherman Anti-Trust Act**
- **Write a comparative essay about the affect the scandals of gambling and PEDs had on the game of baseball**
- **Commissioner for a day - Do Jackson, Rose, Bonds, and McGwire make the Hall of Fame, make a case for one**

Unit 3 Overview

Content Area: ELA Travel Elective- 12th Grade

Unit Title: Surviving the Great Depression and A Call to War

Unit Summary: In this unit learners will examine the fall of the American economic system, its impact of the average citizen as well as how an entertainment such as baseball struggled with relevancy and finance during this difficult decade. Furthermore, the nation will be tested overseas and baseball's best volunteer to aid the American military, forfeiting some of the most promising years of their careers.

Primary interdisciplinary connections: Technology, Literacy

21st century themes: Statistical Analysis

Strand	CPI #	Cumulative Progress Indicator (CPI)
Civics, Government, and Human Rights	6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
Geography, People, and the Environment	6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
History, Culture, and Perspectives	6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
Civics, Government, and Human Rights	6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e. the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
	6.1.12.A.10.c	Evaluate the short- and long term impact of the expanded role of government on economic policy, capitalism, and society.
Economics, Innovation, and Technology	6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

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History, Culture, and Perspectives	6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
	6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e. Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
Civics, Government, and Human Rights	6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
	6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
	6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
Economics, Innovation, and Technology	6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
History, Culture, and Perspectives	6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
	6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
Unit 3 Essential Questions <ul style="list-style-type: none"> • In what ways did the new American culture lead to the economic downfall? • Did FDR aid or harm the country with his New Deal 	Unit Enduring Understandings <ul style="list-style-type: none"> • Understand the pros and cons of buying on credit • Debate the role of government in helping stave off an economic collapse 	

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<p>administration policies?</p> <ul style="list-style-type: none"> • Examine how the Summer of '41 saw two of the greatest at their finest. • How did nationalism help the country but harm the talent level of Major League Baseball? • With men at war, how did the ladies of the country change the baseball landscape? • Which players fought in the war and in what capacity? • Examine the experiments of an All-Star game and night baseball and their success. 	<ul style="list-style-type: none"> • Understanding the patriotism in society during this period • Impact women had during the war both on the field and off • The challenges still faced by Negroes in society, baseball, and the military
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The Learner Will Be Able to:

- Use economic terms and understand the basics principles behind the market collapse
- Appreciate the importance of nationalism
- Review and discuss items and people of social significance (women, blacks, unemployed)
- Critically analyze and evaluate research
- Begin to see the marketing aspects of baseball through the eyes of a businessman
- Understand the up and down movement of the women pre and post war

Evidence of Learning

Summative Assessment:

- Objective/written Tests
- Oral presentations
- Variety of long term written assignments
- Design WWII poster

Equipment Needed: Student computers/art supplies

Teacher Resources: Ken Burns Baseball documentary, various documents and articles, variety of websites including but not withstanding, www.youtube.com, www.lyrics.com, www.baseball-almanac.com, www.mlb.com, television, DVD player, *A League of Their Own* (movie)

Formative Assessments

- Quizzes
- Group work
- Research paper
- Objective tests
- Statistical analysis

Suggested Learning Activities

- Stock Market Fantasy game, 2 weeks, 5 picks, most money earned
- Research the hidden gems of this era, Negro League and Women's League tales to create a "Minority League" Yearbook
- Develop a digital presentation for a female baseball player from the All-American Girls Professional Baseball League

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(AAGPBL) of the World War II era. This presentation will align the athlete with various products, including baseball cards, sportswear, food and drink products (breakfast cereals, sports drinks, etc.), and other merchandise

- Read from text pages 136-154
- Using statistical analysis and probability charts, determine how much production was lost from the careers of those players that fought overseas during the war

Unit 4 Overview

Content Area: History Elective- 12th Grade

Unit Title: Jackie and the Civil Rights Movement Changes the Game

Unit Summary: This particular unit is necessary in order for learners to enhance understanding of the race relation in America in the mid 20th century as well as the path taken by the African-American culture to gain equality in society. Furthermore, students will learn about the impact Jackie Robinson had not only on the game of baseball, but in American culture and society as well.

Primary interdisciplinary connections: Technology, Literacy

21st century themes: Media Literacy, Health Literacy

Strand	CPI #	Cumulative Progress Indicator (CPI)
Civics, Government, and Human Rights	6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
Economics, Innovation, and Technology	6.1.12.C.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
History, Culture, and Perspectives	6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
	6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

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	6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
Civics, Government, and Human Rights	6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
Geography, People, and the Environment	6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
Economics, Innovation, and Technology	6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
	6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
History, Culture, and Perspectives	6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
	6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
	6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
Unit 4 Essential Questions <ul style="list-style-type: none"> • In which ways did our country discriminate against African-American citizens? • How did African-Americans protest their treatment? • Is peaceful protest a more effective way to gain a desire? • What enduring qualities did Branch Rickey see within Jackie Robinson to believe he alone could fight discrimination head on? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Sports can be used as an avenue to gain a desire within America’s social structure • The path to equality is ever growing within America • Self reflect on how you can better relations amongst cultures in America • Understand the impact of Dr. King and Jackie Robinson had on the country’s march toward racial

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<ul style="list-style-type: none"> • How did the players in the league and on his team treat Jackie? • Examine the amount and detail laden threats that Robinson received his first season. • In which ways did the inclusion of Robinson to the league aid the blacks, how did it harm the Negro Leagues? 	<p>equality</p>
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The Learner Will Be Able to:

- Relate to discrimination in America in the mid-20th century
- Assess different techniques used by Malcolm X, Dr. King, and MLB to bridge the gap between blacks and whites in the 20th century
- Accurately point out areas of discrimination in today's society
- Assess authorial point of view and determine its reliability
- Appreciate the struggles overcome by African-Americans in the 20th century
- Examine the path taken by Dodgers owner Branch Rickey in his quest to bring Jackie into the league
- Compare the racial debate of the mid 20th century with today's same sex marriage arguments
- Critically analyze and evaluate research
- Appreciate cultural difference through a variety of tactile, visual, and auditory experiences

Evidence of Learning

Summative Assessment:

- **Objective/written tests**
- **Oral presentations**
- **Variety of long term written assignments**
- **Video project on race and baseball**

Equipment Needed: Student computers/art supplies

Teacher Resources: Ken Burns Baseball documentary, various documents and articles, variety of websites including but not withstanding, www.youtube.com, www.lyrics.com, www.baseball-almanac.com, www.mlb.com, television, DVD player, 42 (movie)

Formative Assessments

- Reading and listening tasks
- Student-to-student conversations
- Quizzes
- Journal

Suggested Learning Activities

- Create "A Week in the Life of Jackie" journal detailing experiences you believe that he had to endure in becoming the first black player in the majors, as well as your reaction to the situations.
- Students will research www.blackbaseball.com and use graphic organizer to show effect a certain player had on integration in MLB.

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- Using statistical analysis and graphing charts, show the slope of African-Americans in MLB.
- Create a timeline to show the impact of black players in MLB.
- Organize a Powerpoint presentation using firsthand documents from newspapers of the times to accurately show society's view of the desegregation of baseball.
- Organize and deliver a prepared speech defending Jackie's inclusion to your team.

Unit 5 Overview

Content Area: History Elective- 12th Grade

Unit Title: Economics, the Drug Culture, and "The World's Game"

Unit Summary: This particular unit is necessary in order for learners to enhance understanding of the connections among culture, environment, and sociological norms of North America, mainly focusing on the United States, in the context of native viewpoints.

Primary interdisciplinary connections: Technology, Literacy

21st century themes: Media Literacy, Economic Analysis

Learning Targets

21st-Century Life and Careers Standard

The unit will integrate the 21st century Life and Career Strand 9.1 B and D along with a variety of ELA based standards seen below.

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

Strand	CPI #	Cumulative Progress Indicator (CPI)
Civics, Government, and Human Rights	6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
	6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
Geography, People, and the Environment	6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

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Economics, Innovation, and Technology	6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e. government spending and taxation) and monetary (i.e. interest rates) policies.
	6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
	6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e. employment, the composition of the work force), and government and consumer debt and their impact on society.
History, Culture, and Perspectives	6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
	6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
	6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
	6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e. art, food, music, and literature), and practices in shaping contemporary American culture.
Civics, Government, and Human Rights	6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
	6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

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<p>Geography, People, and the Environment</p>	<p>6.1.12.B.15.a</p>	<p>Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.</p>
<p>Economics, Innovation, and Technology</p>	<p>6.1.12.C.15.b</p>	<p>Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>
<p>Unit 5 Essential Questions</p> <ul style="list-style-type: none"> • How did Curt Flood and his Supreme Court case forever change the game of baseball? • In which ways did the clashing of cultures during the Vietnam War impact society? • How did the cocaine scandal in baseball mirror the grip it had on society in the early 80's? • Describe the impact of Rotisserie or Fantasy baseball and the movement toward sabermetrics. • What prompted baseball to open its doors to players from around the world? • In which ways did the steroid era harm the game and players of that generation? • How did the burst of Latinos impact today's game? • Analyze the economic gap within MLB, as well as the growing gap within American society. • How does the World Baseball Classic epitomize a true World Series? • In which ways did poems, stories, and movies about baseball aid in making it "America's Game"? 		<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Realize how the Flood case changed the economic structure in MLB. • View the divide within America in the latter half of the 1960's through various events. • Acknowledge the drug culture within baseball and the stain that it has placed on the game. • Distinguish the differences between Jackie's time and today's open door policy to players worldwide. • Realize the different views of "old school vs. new school" statistical analysis and the advancement of sabermetrics. • Understand the reasons for the canceling of the 1994 World Series.
<p>The Learner Will Be Able to:</p> <ul style="list-style-type: none"> • Relate to the anti-war movement, its beliefs, and its impact on American society • Analyze the arguments of the Curt Flood Supreme Court case, its decision, and the way it changed the game forever • Self analyze and decide whether you would have taken part in the steroid society of baseball at the end of the 20th century • Understand the growth and market of fantasy baseball • Appreciate the struggles overcome by Latin American players • Understand how labor debates affected the game in the 20th century • Examine the growth of the game (turf, DH, Interleague, wildcards) and whether they have had the desired impact on the game • Critically analyze and evaluate research • Examine the future of baseball socially and economically 		

Evidence of Learning

Summative Assessment:

- **Objective/written tests**
- **Oral presentations**
- **Variety of long term written assignments**

Plumsted Township School District

- **The World's Game presentation**

Equipment Needed: Student computers/art supplies

Teacher Resources: Ken Burns Baseball documentary, various documents and articles, variety of websites including but not withstanding, www.youtube.com, www.lyrics.com, www.baseball-almanac.com, www.mlb.com, television, DVD player

Formative Assessments

- Reading and listening tasks
- Student-to-student conversations
- Quizzes

Suggested Learning Activities

- Statistical Graph showing the growth/decline of races and cultures within today's game
- Using statistics, research players that defined the steroid era
- Mock trial of Curt Flood and his arguments against baseball and its "contractual slavery"
- Union vs. Labor arbitration activity