



## *“Decision-Making and Resources”*

### **Reference to Tennessee Social Studies Standards:**

- ✓ Economics: Understand the contemporary and historical data relevant to the field of economics (CLE 2.1); Understand key economic concepts and economists (CLE 2.4)

### **Materials:**

List of people and materials involved with running the Memphis Redbirds 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, and supply and demand.

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



### ***“The Importance of the National Past Time”***

#### **Reference to Tennessee Social Studies Standards:**

- ✓ U.S. History – Understand the effects of World War II upon American society (CLE Era 8 Culture); understand how World War II affected the American economy. (CLE Era 8, Economics)
- ✓ Culture – Identify examples of how language, literature, the arts, architecture, traditions, beliefs, values or behaviors contribute to the development and transmission of culture. (CLE 1.2)

#### **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:**

*Baseball Books and Internet Web Sites, Baseball History Resources, and World map*

#### **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. Remind students 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 articles from *Baseball History Resources* 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 difference



**Baseball Books & Internet Web Sites**

**A Girl Named Dan**

By Dandi Daley Mackall

**Abner Doubleday, Boy Baseball Pioneer**

By Montrew Dunham

**Alex Rodriguez**

By Jeffery Zuehlke

**All-Star: Honus Wagner and the Most Famous**

**Baseball Card Ever**

By Jane Yolen

**Babe Ruth and the Ice Cream Mess**

By Dan Gutman

**Babe Ruth: Legendary Slugger**

By David Fischer

**Baseball for Everyone: Stories from the Great Game**

By Janet Wyman Coleman

**Baseball for Fun**

By Sandra Will

**Baseball Great**

By Tim Green

**Baseball Signs and Signals**

By Tom Petroff

**Baseball Skills**

By Dave McMahon

**Baseball Treasures**

By Stephen Wong

**Baseball**

By Rennay Craats

**Baseball: How it Works**

By David Louis Dreier

**Baseball's Bad Hops and Lucky Bounces**

By Mike Blake

**Bats at the Ballgame**

By Brian Lies

**Bleachers: A Summer in Wrigley Field**

By Lonnie Wheeler

**Breaking into the Big Leagues**

By Al Goldis

**Campy: The Story of Roy Campanella**

By David A. Adler

**Catching the Moon: The Story of a Young Girl's  
Baseball Dream**

By Crystal Hubbard

**Change-Up: Baseball Poems**

By Gene Fehler

**Clearing the Bases: Baseball Then & Now**

By Bill Starr

**Clemente!**

By Willie Perdomo

**Comeback of the Home Run Kid**

By Stephanie True Peters

**Curious George at the Baseball Game**

By Margret & H.A. Rey

**Dad, Jackie, and Me**

By Myron Uhlberg

**David Wright: A Gifted and Giving Baseball Star**

By Marty Gitlin

**Diamond Life: Baseball Sights, Sounds and Swings**

By Charles R. Smith



**Farm Team**

By Will Weaver

**Gameday**

By Cari Meister

**Heat**

By Mike Lupica

**Henry Aaron's Dream**

By Matt Tavares

**Heroes of Baseball:**

**The Men Who Make it America's Favorite Game**

By Robert Lipsyte

**Home Run Heroes**

By James Buckley Jr.

**How Baseball Works**

By Keltie Thomas

**Jackie Robinson Plays Ball**

By Robyn O'Sullivan

**Josh Hamilton**

By Jeff Savage

**Keeping Score**

By Linda Sue Park

**Last Man Out**

By Donald Honig

**Let them Play**

By Margot Theis Raven

**Let's go to the BallPark**

By James Buckley

**Long Ball: The Legend and the Lore of the Home Run**

By Mark Stewart

**Meet Albert Pujols: Baseball's Power Hitter**

By Ethan Edwards

**Meet Derek Jeter: Baseball's Superstar Shortstop**

By Ethan Edwards

**Mickey Mantle**

By John Marlin

**Mighty Casey**

By James Preller

**Mighty Jackie: The Strike out Queen**

By Marissa Moss

**Mudball**

By Matt Tavares

**My Favorite Summer**

By Mickey Mantle

**No Easy Way:**

**The Story of Ted Williams and the last .400 Season**

By Fred Bowen

**Out of Left Field: Over 1,134 Newly Discovered  
Amazing Baseball Records, connections, coincidences,  
and more**

By Jeffrey Lyons

**Out Standing in my Field**

By Patrick Jennings

**Play Ball like the Pros: Tips for Kids from 20 Big League  
Stars**

By Steven Krasner

**Power Pitchers**

By Jim Gigliotti

**Raymond and Graham: Bases Loaded**

By Mike Knudson

**Red Foley's Cartoon History of Baseball**

By Red Foley

**Rivals: A Baseball Great Novel**

By Tim Green

**Roasted Peanuts**

By Tim Egan

**Roberto & Me: A Baseball Card Adventure**



By Dan Gutman



**Roy Morelli Steps Up to the Plate**

By Thatcher Heldring

**Safe at Second**

By Scott Johnson

**She Loved Baseball: The Effa Manley Story**

By Audrey Vernick

**Southpaw**

By Rich Wallace

**Sports Illustrated Pitching: The Keys to Excellence**

By Pat Jordan

**Stealing Home**

By Todd Hafer

**Strikeout Kings**

By James Buckley Jr.

**Stumptown Kid**

By Carol Gorman

**Take Me Out to the Ballgame**

By Jack Norworth

**Team Picture**

By Dean Hughes

**The Aurora County All-Stars**

By Deborah Wiles

**The Baseball Card Kid**

By Adam Osterweil

**The Batboy**

By Mike Lupica

**The Big Field**

By Mike Lupica

**The Brooklyn Nine: A Novel in Nine Innings**

By Alan Gratz

**The Composite Guide to Baseball**

By Norman Lee Macht

**The History of the St. Louis Cardinals**

By Michael E. Goodman

**The Kid Who Only Hit Homers**

By Matt Christopher

**The Kids' Baseball Workout: A Fun Way to Get in Shape and Improve Your Game**

By Jeffrey B. Fuerst

**The Longest Season: The Story of the Orioles' 1988 Losing Streak**

By Cal Ripkin

**The Unwilling Umpire**

By Ron Roy

**The Way Baseball Works**

By Dan Gutman

**Throwing Smoke**

By Bruce Brooks

**Top of the Order**

By John Coy

**We are the Ship: The Story of Negro League Baseball**

By Kadir Nelson

**Who is Baseball's Greatest Pitcher?**

By Jeff Kesseloff

**Willie and the All-Stars**

By Floyd Coop

*List compiled using Memphis Public Library  
Advanced Catalog Sea*



### ***Baseball Related Websites***

Official Site of Major League Baseball

<http://www.mlb.com>

Official Site of the Memphis Redbirds

<http://www.memphisredbirds.com>

Official Site of Minor League Baseball

<http://www.milb.com>

Official Site of the St. Louis Cardinals

<http://stlouis.cardinals.mlb.com>

Exploratorium: Science of Baseball (Scientific research and interactive experiments (Requires Shockwave))

<http://www.exploratorium.edu/baseball>

The Baseball Archive

<http://baseball1.com>

Baseball Think Factory (News outlet for baseball analysts, fans and writers)

<http://www.baseballthinkfactory.org>

Society of American Baseball Research (SABR) (Formed in August 1971 in Cooperstown, NY)

<http://sabr.org>

Supervision – (A pitch tracking system that produces an immediate, real time animation of the pitch)

<http://www.questec.com/>

Rules of the Game - Official Baseball Rules (Baseball lingo definitions, as well as, official major league rules) [http://mlb.mlb.com/mlb/official\\_info/official\\_rules/foreword.jsp](http://mlb.mlb.com/mlb/official_info/official_rules/foreword.jsp)

National Baseball Hall of Fame

<http://www.baseballhalloffame.org>

Negro Leagues Baseball Museum

<http://www.nlbm.com>

Negro Baseball Leagues

<http://www.blackbaseball.com>

John Skilton's Baseball Links

<http://www.baseball-links.com/>

Physics and Acoustics of Baseball and Softball Bats

<http://paws.kettering.edu/~drussell/bats.html>

Casey at the Bat by Ernest Lawrence Thayer (1988)

[http://en.wikisource.org/wiki/Casey\\_at\\_the\\_Bat](http://en.wikisource.org/wiki/Casey_at_the_Bat)

Who's on First by Abbott and Costello (1938)

<http://www.baseball-almanac.com/humor4.shtml>



### ***Baseball History Resources***

A History of Baseball sponsored by The Rensselaer PolyTechnic Institute in Troy, NY

- [http://www.rpi.edu/~fiscap/history\\_files/hisproj1.htm](http://www.rpi.edu/~fiscap/history_files/hisproj1.htm)

Article Published in *The Sporting News*, April 17, 1941 titled: "Battling Begins on the American Front"

- [http://education.baseballhalloffame.org/primary\\_sources/world\\_war\\_ii/article\\_01\\_small.htm](http://education.baseballhalloffame.org/primary_sources/world_war_ii/article_01_small.htm)

Letter to Commissioner Kenesaw M. Landis from President Franklin D. Roosevelt, January 15, 1942

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Advertisement published in *The Sporting News*, July 29, 1943

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Articles published on MLB.com detailing how Major League Baseball responded to September 11

- [http://mlb.mlb.com/mlb/official\\_info/mlb\\_remember\\_911.jsp](http://mlb.mlb.com/mlb/official_info/mlb_remember_911.jsp)





## ***“Baseball IS History: Research Project”***

### **Reference to Tennessee Social Studies Standards:**

- ✓ Social Studies Process Standards: Acquiring Information – Locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources; Analysis of Data and Problem Solving – Comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion; Communication – Conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural communities, and global networks by oral, written, symbolic, visual and technological means; Historical Awareness – Comprehend the significance of historical data using a variety of analytical skills enabling students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

### **Materials:**

*Baseball History Resources*, 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 project (video, multi-media presentation, 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.



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