

Grand Slam School Day 2012

Middle School Version
(Grades 6-8)



Educational Curriculum Materials:
Bringing Baseball to the Classroom

For all the fixins for Grand Slam School Day,
visit www.biscuitsbaseball.com

An Introduction to Grand Slam School Day!

Dear Teachers,

Get ready for Grand Slam School Day 2012 with the Montgomery Biscuits! Included in this educational packet are exercises you can do with your class to help them get excited about coming out to see a baseball game.

In the spirit of trying to make learning fun, you will see that each exercise not only concerns baseball but implements elements of common school subjects as well.

Preceding each exercise is a short instruction page to help make clear the goal of the exercise as well as point out its connection to the appropriate school subject. The Alabama Course of Study requirements that each segment of the exercises help accomplish are listed underneath the segment. They are grouped according to subject and then listed by grade.

Our hope is that your class not only enjoys completing the following pages, but that they will also learn some new fun facts about Biscuits Baseball and their schoolwork. Any questions you may have about this packet or Grand Slam School Day can be answered on our web site at www.biscuitsbaseball.com where you will find a GSSD link. This is also the place to check out pictures, send us e-mails, and find out everything there is to know about Grand Slam School Day.

If there are any questions or concerns please feel free to contact the Biscuits office at 334-323-2255.

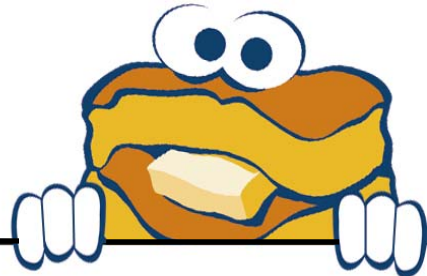
Have fun and Go Biscuits!

Montgomery Biscuits



**GSSD
2012**

Middle School Version



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Teacher Exercise Instructions: Language Arts

Glossary of Baseball Terms:

All the basics of baseball – Included are terms that are commonly used during the game as well as some slang terms that may be new to some students. This page introduces students to the terms that they will be using in following exercises. This glossary may also be used as new terms for flash cards, spelling quizzes, etc.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 6-COS 10 Use punctuation correctly in writing, including apostrophes to show possession and semicolons joining two independent clauses.
- ▶ 6-COS 11 Apply rules governing capitalization of proper adjectives, map directions and regions of the country, season, titles, words showing family relationship, subjects and courses, and divided quotations.
- ▶ 7-COS 10 Apply mechanics in writing, including commas to set off nouns of address and following introductory phrases and clauses.
- ▶ 8-COS 9 Apply mechanics in writing, including using question marks, underlining, and italics to punctuate titles and using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences.

Written Story:

The students will write a story about their favorite baseball player or team using as many baseball terms as possible. Students can research players via the Internet (Major League Baseball's site is www.mlb.com) or check out any current sports magazines including "Baseball Weekly."

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 6-COS 8, b5 Using tone appropriate to the topic, purpose, and audience
- ▶ 7-COS 9 Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.
- ▶ 8-COS 8 Write in narrative, expository, and persuasive modes with attention to descriptive elements.

Exercise 1

Glossary of Baseball Terms

- Around the horn:** Throwing the ball around the infield after an out
- Ball:** A pitch that is thrown outside the strike zone, or not directly over the home plate
- Blooper:** A soft, shallow outfield hit
- Bunt:** To bat a pitched ball lightly so that it does not go beyond the infield
- Bullpen:** An area where relief pitchers practice and warm up
- Can of corn:** An easy pop fly
- Cleanup:** No. 4 hitter in a lineup, as in “clean the runners off the bases”
- Closer:** Relief specialist who finishes victories. Usually pitches ninth inning with team leading
- Collectible:** Items collected because of potential resale value
- Concession:** The right to sell food at a ballpark
- Double:** A hit in which the batter reaches second base
- Double play:** A play by which two players are put out
- Error:** A misplay by a fielder that should have resulted in an out for the team at bat, or that permits a runner to advance
- Grand slam:** A bases-loaded home run
- Manager:** The leader of the team who makes decisions and enforces the rules
- Memorabilia:** Collection of noteworthy items that are not necessarily valuable
- Pea:** A hard-hit line drive
- Pinch hit:** To bat in place of the regular player when a hit is especially needed
- RBI:** Run batted in
- Relief pitcher:** The pitcher who replaces the regularly scheduled pitcher
- Rookie:** A first-year player
- Sacrifice fly:** A play in which the batter intentionally flies out in order to score a runner from third base or advance a runner to the next base
- Sacrifice bunt:** A play in which the batter bunts to be put out in order to advance a runner
- Scorched:** Hitting a ball very hard
- Set-up-man:** Relief pitcher who works out of scoring situations and holds lead for closer
- Seventh-inning-stretch:** The tradition of standing as the home team comes to bat in the seventh inning
- Single:** A hit in which the batter reaches first base
- Steal:** An attempt to advance to the next base without the ball being hit
- Strike:** A pitch that is delivered directly over the home plate
- Tater:** A home run
- Triple:** A hit in which the batter reaches third base
- Triple play:** A play by which three players are put out
- Umpire:** An official who administers the rules
- Vendor:** One who sells items at a baseball game
- Walk:** A chance to get to first base as a result of the pitcher throwing 4 balls

Written Story

Write a story about your favorite baseball player or team using as many baseball terms as possible. You can research players via the Internet (Major League Baseball’s site is www.mlb.com) or check out any current sports magazines including “Baseball Weekly.”

Teacher Exercise Instructions: Language Arts

Compare and Contrast:

This exercise can be used to improve writing. Each student will write a short essay comparing and contrasting the roles of a teacher versus a team manager. The goal is to help students understand that even baseball players have teachers who they learn from and listen to. The baseball terms can also be used in this exercise when discussing the role of the manager.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 6-COS 8, b3 Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure.
- ▶ 7-COS 9 Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.
- ▶ 8-COS 8 Write in narrative, expository, and persuasive modes with attention to descriptive elements.

Baseball Books:

This section gives a few options for research that can be done outside of the classroom related to Grand Slam School Day. This will give students an opportunity to really delve into a baseball-related topic while sharpening their researching skills. Assign a topic(s) you find appropriate for your class.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 6-COS 13 Utilize resource materials for supporting evidence in compositions.
- ▶ 6-COS 14 Use organizing and paraphrasing in the research process.
- ▶ 6-COS 14, b1 Taking notes to gather and summarize information
- ▶ 6-COS 14, b2 Determining details through questioning
- ▶ 7-COS 12 Cite sources used in the research process.
- ▶ 7-COS 13 Apply steps in the research process to identify a problem or issue, locate resources and information, and present findings.
- ▶ 7-COS 13, b1 Taking notes to gather and summarize information
- ▶ 7-COS 14 Present findings from inquiry and research using a variety of resources.
- ▶ 8-COS 13 Combine all aspects of the research process to compose a report.
- ▶ 8-COS 13, b1 Taking notes to gather and summarize information
- ▶ 8-COS 13, b2 Using paraphrasing and documentation of sources to avoid plagiarism

Exercise 1

Compare and Contrast

Baseball players have teachers too! Compare and contrast the roles of your teacher and the team manager. Some of the manager's typical duties are listed below.

- Manage on-field activity, including all called plays.
- Manage use of players, including pinch hitters, pinch runners and relief pitchers.
- Create starting lineups each day.
- Discipline players who break team rules.
- Institute clubhouse rules; institute disciplinary plan for non-abiders.
- Organize times for all team functions, including practices and extra hitting.
- Run practices, set up all special needs practices and drills.
- Watch for potential development areas in players; work specifically on improving those areas.
- Work closely with pitching coach and hitting coach to develop players, concentrating on weak areas.
- Evaluate players, working closely with major league management.
- Recommend players for promotion/demotion.
- Be in charge of all dress codes, rules of conduct, etc.
- Be in charge on team bus.
- Meet with players to deliver special news, e.g., promotions and demotions.

Baseball Books

Baseball is part of history too! The game and its players are found in many books, magazines, web sites and other research sources. Your teacher will assign one or more of the following topics. Complete the instructions for your assigned topic.

1. Research a famous baseball player and write a biography about the athlete.
2. Research an African-American who helped break color barriers in professional baseball, such as Jackie Robinson.
3. Read a book about baseball and write a book report or give a presentation.
4. Research a famous baseball player from Alabama, such as Hank Aaron.

Teacher Exercise Instructions: Language Arts

MVP Reading Quiz:

Have your students read the article (labeled “Insert-Exercise 7”) about Evan Longoria, a 3rd baseman for the Montgomery Biscuits and 2007 Southern League MVP. The excerpt is taken from an article titled “Montgomery’s Evan Longoria Named Southern League MVP” on www.oursportscentral.com. The students can then answer the following questions about the article. You can make this assignment more extensive by adding more questions or having them look up their own article on the Tampa Bay Rays.

Answers:

1. 3rd base
2. Delmon Young
3. Longoria established a franchise record by reaching base safely in 37 consecutive games from April 11-May 20.
4. California
5. .345

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 6-COS 1, b1 Identifying supporting details
- ▶ 6-COS 4 Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading materials.
- ▶ 6-COS 4, b1 Identifying details related to the main idea
- ▶ 7-COS 5 Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.

Exercise 1



Montgomery's Evan Longoria Named Southern League MVP

08/30/07 - Southern League (SL)



MARIETTA, GA - The Southern League of Professional Baseball Clubs is pleased to announce that Montgomery Biscuits' third baseman Evan Longoria has been named its Most Valuable Player as voted upon by the league's field managers, radio broadcasters and print media.

Playing in his first full professional season after being selected third overall by the Tampa Bay Devil Rays in the 2006 draft, Longoria became the second Biscuit in three years to receive Southern League MVP honors. Delmon Young won the award in 2005 after setting the franchise record with 20 homeruns.

Longoria one-upped Young by hitting 21 home runs before being promoted to Triple-A Durham at the end of July. The 21-year-old Longoria's stay in Montgomery concluded with a bang, as he connected for his first career grand slam in his final at-bat with the club on July 30.

At the time of his promotion, Longoria was tied for the league lead in home runs while standing alone atop the circuit with 76 RBI and 78 runs scored. He demonstrated a knack for hitting in the clutch, batting .333 with runners in scoring position and .361 after the sixth inning.

In addition to taking over as the Biscuits' single-season home run leader, Longoria also established a franchise record by reaching base safely in 37 consecutive games from April 11-May 20. That feat helped him earn recognition as the Topps Southern League Player of the Month for May, a month during which he batted .317 with seven homers and 25 RBI. The former Long Beach State standout added a Southern League Hitter of the Week award to his resume after batting .429 with two homers and eight RBI from June 18-24.

Voted as a Southern League All-Star in July, Longoria missed the midsummer classic in order to participate in the 2007 Futures Game in San Francisco, which is about a six-hour drive from his hometown of Downey, CA. Playing for Team USA, Longoria helped represent the Southern League by ripping a first-inning double in that contest.

Although Longoria is not around to help Montgomery with its postseason push this year, he forever will be entrenched in Biscuits playoff lore for his game-winning two-run homer that clinched the team's berth in the 2006 Southern League Championship Series. Longoria batted .345 in last year's postseason as the Biscuits claimed their first title.

	AVG	AB	R	H	2B	3B	HR	RBI	BB	SB
Longoria	.307	381	78	117	21	0	21	76	51	4

MVP Reading Quiz

Your teacher will give you an article to read about Evan Longoria, 3rd basemen for the Montgomery Biscuits. The Montgomery Biscuits are a double-A minor league team for the Tampa Bay Rays, a major league team in Florida. Answer the following questions about the article.

- 1. What position did Evan Longoria play for the Montgomery Biscuits?*
- 2. Along with Evan Longoria, what Montgomery Biscuits player also received the Southern League MVP?*
- 3. Besides breaking the Montgomery Biscuits' single-season homerun record with 21 homeruns, what other record did Longoria break?*
- 4. What state is Longoria from?*
- 5. What was Longoria's 2006 postseason batting average?*

Teacher Exercise Instructions: Language Arts, Arts Education, Social Studies

Promotions:

This exercise was created to offer a sample of a possible Biscuits in-game promotion. The game is timed. Try to get the students to give as many correct answers as they can in only 15 seconds. Assign student to groups to encourage more answers. The topics we provided have to do with art, social studies, and math, but you can simply change the topics to coordinate with what you are currently teaching.

Accomplishes the following content standards from the *Alabama Course of Study, Arts Education, Visual Arts*:

- Level 1 COS: 8: Evaluate selected works of art to determine the effectiveness of their organization.
 - Describing the subject matter, elements of art, principles of design, media, technique, and style used in selected works of art
 - Analyzing the formal organization of subject matter, elements of art, and principles of design in selected works of art to determine structural relationships
 - Interpreting expressive intentions and purposes in selected works of art
 - Describing the expressive and meaningful communication in selected works of art

Accomplishes the following content standards from the *Alabama Course of Study, Arts Education, Music*:

- 6-COS 7: Describe the characteristics used by the composer in a selected musical example to create a mood or effect.
- 6-8 COS 10: Identify composite forms, including opera, oratorio, and musical theatre.

Accomplishes the following content standards from the *Alabama Course of Study, Social Studies*:

- 6-COS 1, b1: Locating states, capitals, and important geographical features west of the Mississippi River
- 5-COS 1, b1: Locating states, capitals, and important geographic features east of the Mississippi River
- 6-COS 8, b1: Locating on a map or globe countries controlled by the Axis powers from 1939-1942
- 6-COS 8, b2: Locating on a map or globe Allied countries and key battles in World War II
- 6-COS 11, b2: Locating on a map areas of international conflict from 1945-1969
- 6-COS 6b, b3: Identifying notable people of the 1920s

Good Biscuits Have Good Mechanics:

The students will read the following paragraph about the Biscuits' President/General Managers. The paragraph contains several spelling, punctuation, and capitalization mistakes. The exercise is meant to sharpen your students' English skills. For reference, there are 7 capitalization mistakes, 4 spelling mistakes, and 4 punctuation mistakes.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 6-COS 11 Apply rules governing capitalization of proper adjectives, map directions and regions of the country, seasons, titles, words showing family relationships, subjects and courses, and divided quotations.

Exercise 2

Promotions

At the Biscuits games we pride ourselves on our in-game entertainment. We think of promotions the crowd will enjoy and at the same time make them think. Test your knowledge of some of the topics in this potential trivia game. The idea is to name as many correct answers as you can to the following topics in 15 seconds. For added fun, play against some of your friends, and then compare lists.

- Types of music
- The American colonies
- Whole numbers
- American Presidents
- European countries
- Famous classical composers
- Famous artists (painters)
- Cities that start with the letter "s"

Good Biscuits Have Good Mechanics

Read the following story about the Biscuits' President/General Manager. Correct any mechanics mistakes you find such as spelling, punctuation, or capitalization errors.

The montgomery Biscuits are excited to announce that greg Rauch has been selected to lead the Montgomery biscuits as President/General Manager Before becoming General Manager of the Montgomery Biscuits, Greg rauch was the general Manager of the Lansing Lugnuts; now Class-A Affiliate of the toronto Blue Jays? He has assumed total responsibilities for the entire Biscuits operation and food service opeptions with the following teams: Great lakes Loons, Swing of the Quad Cities, South Bend silver Hawks Lanisng lugnuts, and Montgomery Biscuits. Both the Lansing Lugntus of the Midwest League and the Montgomery Biscuits of the Southern League are sister owned and operaded by Professional Sports Marketing

Teacher Exercise Instructions

Social Studies, Mathematics

The Southern League:

The Montgomery Biscuits are a part of the Southern League that contains ten teams from five states. Because our team travels by bus, it is often topic of discussion as to how far of a distance there is between teams and how far they have to travel. This map will give students an idea of how far the team travels to play a game. It also helps students master geographical skills and mathematical skills.

To increase the level of difficulty in this exercise you may ask the students to complete any of the questions at the bottom of the exercise. For reference, there are 4 teams in Alabama, 3 teams in Tennessee, 1 team in South Carolina, 1 team in North Carolina, and 1 team in Florida. MapQuest.com or an atlas is a good tool to use to find the distance between cities.

Answers:

1. *Huntsville Stars (AL)*
2. *Birmingham Barons (AL)*
3. *Montgomery Biscuits (AL)*
4. *Mobile BayBears (AL)*
5. *Jacksonville Suns (FL)*
6. *Mississippi Braves (MS)*
7. *Carolina Mudcats (NC)*
8. *Tennessee Smokies (TN)*
9. *Chattanooga Lookouts (TN)*
10. *West Tennessee Diamond Jaxx (TN)*

Extension Question Answers

1. *Alabama – Montgomery, Mississippi – Jackson, Georgia – Atlanta, Florida – Tallahassee, North Carolina – Raleigh, Tennessee – Nashville*

Addresses the following content standards from the *Alabama Course of Study: Social Studies*:

- ▶ 7 COS 1,b1 Exploring the use of map essentials, including type, size, shape, distance, direction, location, scale, and symbols.

Addresses the following content standards from the *Alabama Course of Study: Mathematics*:

- ▶ 6 COS 8: Determine the distance between two points on a scale drawing or a map using proportional reasoning.
- ▶ 7 COS 6: Solve one- and two-step equations.
- ▶ 7 COS 11: Converting units of length, weight, or capacity from metric to customary and from customary to metric
- ▶ 7 COS 12: Determine measures of central tendency (mean, median, and mode) and the range using a given set of data or graphs, including histograms, frequency tables, and stem-and-leaf plots.
- ▶ 7 COS 13: Determine the probability of a compound event.
- ▶ 8 COS 14: Determine the theoretical probability of an event.

Calculating Mileage:

This section is also an excellent opportunity for students to learn how to determine gasoline needed (based on miles per gallon, a set gasoline price, and the mileage between cities). Additional budgeting skills can be accomplished by taking into account the costs of food, lodging, etc.

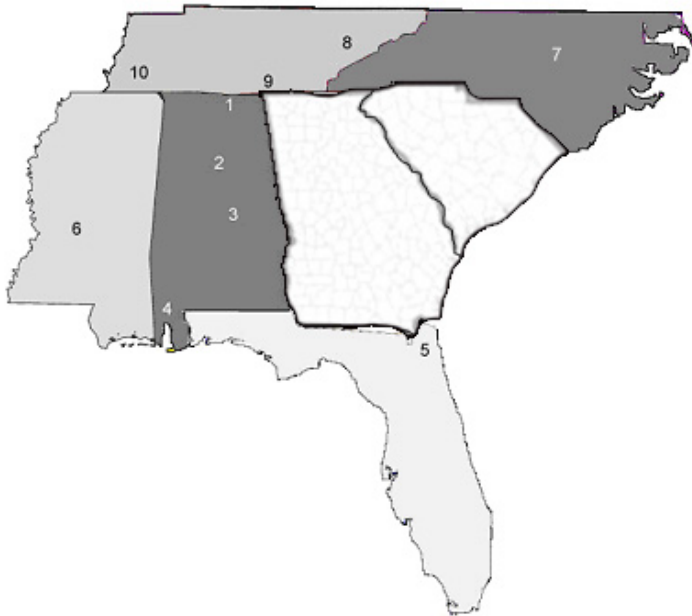
Addresses the following content standards from the *Alabama Course of Study, Mathematics*:

- ▶ 6 COS 1: Demonstrate computational fluency with addition, subtraction, multiplication, and division of decimals and fractions
- ▶ 6 COS 2: Solve problems involving decimals, percents, fractions, and proportions.
- ▶ 7 COS 5: Translate verbal phrases into algebraic expressions and algebraic expressions into verbal phrases.
- ▶ 7 COS 11: Solve problems involving ratios or rates, using proportional reasoning
- ▶ 8 COS 1: Use various strategies and operations to solve problems involving real numbers.

Exercise 3

The Southern League

The Biscuits are one of ten teams in the Southern League. The League is comprised of teams from the states of Alabama, Tennessee, North Carolina, Mississippi, and Florida. Below is a map of these 5 states. Test your geographical skills and match the number with the team below.



- ___ Mobile BayBears (AL)
- ___ Tennessee Smokies (TN)
- ___ Mississippi Braves (MS)
- ___ Chattanooga Lookouts (TN)
- ___ Birmingham Barons (AL)
- ___ Montgomery Biscuits (AL)
- ___ Jacksonville Stars (FL)
- ___ Huntsville Stars (AL)
- ___ Carolina Mudcats (NC)
- ___ West Tennessee Diamond Jaxx (TN)

Extension Questions

1. Identify the capitals of each state and circle the teams in capital cities.
2. Use the Internet to identify the population of each metropolitan city that has a team.
3. Calculate the distance in miles between Montgomery and each of the cities in the Southern League. Order the cities from the closest to the furthest distance from Montgomery. Which team is closest to Montgomery? Furthest from Montgomery? What is the average distance the Biscuits must travel to a game?
4. What is the furthest distance to travel in the league for any two teams to play each other? Express your answer in miles. How many kilometers is this distance?
5. Describe the direction the team must travel to each city from Montgomery.
6. Determine the number of meal combinations of a sandwich, a side, and a drink a patron may choose from the concessions if the choices include a hamburger, barbeque, or hot dog sandwich; French fries or chips; and coke, lemonade, or water drinks.

Teacher Exercise Instructions: Mathematics

What's the Score?

As with any professional team, the Biscuits keep a very close watch on game statistics. The following exercise will teach students how to compute baseball statistics and hopefully next time they watch a game they will have better understanding of the information the announcer is giving during the game.

After reading the information in "What's the Score?" students will now be ready to compute their own statistics using the questions provided. The answers to the story problems are as follows:

1. .400
2. .271
3. .333
4. 65%
5. 86%
6. 3.6
7. 9
8. .559

Addresses the following content standards from the *Alabama Course of Study, Mathematics*:

- ▶ 6 COS 2: Solve problems involving decimals, percents, fractions, and proportions.
- ▶ 7 COS 2: Use order of operations to evaluate numerical expressions.
- ▶ 7 COS 5: Translate verbal phrases into algebraic expressions and algebraic expressions into verbal phrases.
- ▶ 8 COS 1: Use various strategies and operations to solve problems involving real numbers.

Exercise 4

What's the Score?

How to compute baseball statistics...

Batting Average: Divide the number of hits by the number of at bats.

Earned Run Average (ERA): Multiply the number of earned runs by nine and then divide that number by the number of innings pitched.

Slugging Percentage: Divide the total bases (total bases, HR=4, 3B=3, 2B=2, 1B=1) of all safe hits by the total times at bat (at bats do not include walks, sacrifices, hit-by-pitch, or times awarded first base because of interference or obstruction).

Fielding Average: Divide the total putouts and assists by the total number of putouts, assists and errors.

On Base Percentage: Divide the total number of hits, bases on balls and hit-by-pitch by the total of at bats, bases on balls, hit-by-pitch and sacrifice flies.

Won/Loss Percentage: Divide the number of games won by the number of games played.

The Magic Number: Determine the number of games yet to be played, add one, and subtract the number of games ahead in the loss column.

Story Problems

Using the information above, compute the statistics for the following scenarios.

1. One Biscuits player had 24 at-bats. He had seven hits, he walked four times, was hit by a pitch once, and had one sacrifice fly. What is the player's on base percentage?
2. A Montgomery Biscuits catcher has 19 hits in 70 at bats. What is his batting average?
3. One Biscuits player has the highest batting average on the team. He has 60 hits in 180 times at bat. What is his batting average?
4. If the Biscuits won 28 games out of the last 43 played, what would the team's won/loss percentage be during that period?
5. A Biscuits infielder has 22 putouts, 8 assists and 5 errors on the season. What is his fielding average?
6. A Biscuits pitcher has pitched 170 innings. In those innings he has allowed 68 earned runs. What is his ERA?
7. The rankings for the teams in the Southern League show that the Biscuits are ahead this season by 2 games. They have 10 games left in the season. What is the Magic Number?
8. The total bases of a Biscuits player is 205. He has 367 at bats. What is his slugging percentage?

Teacher Exercise Instructions: Mathematics

Player Pie Chart:

Ask the students to make a pie chart to show how many players play each position and display the percentages of players in each category. From the charts created, ask the students to list some possible conclusions about the composition of the team.

Answers:

- 50% of the Biscuits are pitchers
- 12% of the Biscuits are catchers
- 23% of the Biscuits are infielders
- 15% of the Biscuits are outfielders

Addresses the following content standards from the *Alabama Course of Study, Mathematics*:

- ▶ 6 COS 1: Demonstrate computational fluency with addition, subtraction, multiplication, and division of decimals and fractions.
- ▶ 6 COS 10: Interpret information from bar graphs, line graphs, and circle graphs.
- ▶ 6 COS 11,B1: Expressing probabilities as ratios, percents, and decimals
- ▶ 7 COS 3: Solve problems requiring the use of operations on rational numbers.
- ▶ 7 COS 11: Solve problems involving ratios or rates, using proportional reasoning.
- ▶ 7 COS 13,B1: Representing outcomes as a list, chart, picture, or tree diagram
- ▶ 8 COS 1: Use various strategies and operations to solve problems involving real numbers.
- ▶ 8 COS 13: Interpret data from populations, using given and collected data.

Exercise 4

Player Pie Chart

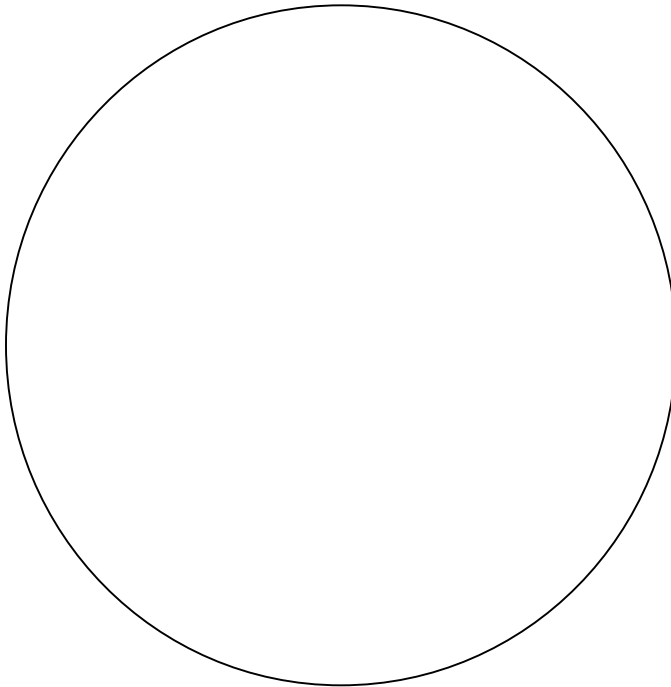
Look at the numbers below to find out how many players play each position. Then create a pie chart showing the percentages of each position on the team.

13 **Pitchers**

3 **Catchers**

6 **Infielders**

4 **Outfielders**



_____ % of the Biscuits are pitchers

_____ % of the Biscuits are catchers

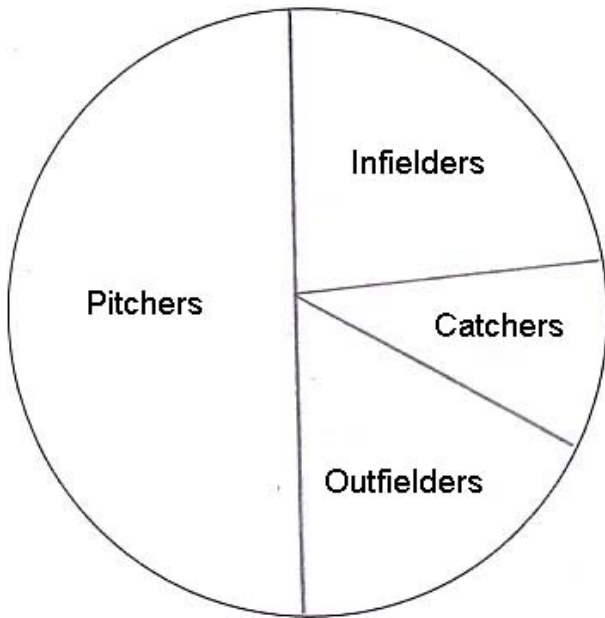
_____ % of the Biscuits are infielders

_____ % of the Biscuits are outfielders

Player Pie Chart

Look at the numbers below to find out how many players play each position. Then create a pie chart showing the percentages of each position on the team.

13	Pitchers	3	Catchers
6	Infielders	4	Outfielders



50 % of the Biscuits are pitchers

12 % of the Biscuits are catchers

23 % of the Biscuits are infielders

15 % of the Biscuits are outfielders

Teacher Exercise Instructions: Health Education

A Biscuit a Day Keeps the Doctor Away:

Students will decide what is true about exercise and nutrition and what's not in this True/False format quiz. Have your students complete the quiz and then read the following paragraphs about the Biscuits players' exercise regimen. For reference, the correct answers are listed below.

1. False – You should eat 6-11 servings of bread and cereal and 2-3 Serving of meat.
2. True
3. False – These health benefits are directly related to physical activity among children and adolescents.
4. True
5. True
6. False – The health risk posed by physical inactivity is almost as high as these other risk factors.
7. False – Moderate daily physical activity can substantially reduce the risk of developing or dying from these diseases.
8. True
9. True
10. False – Fats, oils, and sweets are at the top of the food guide pyramid implying that very little of these foods should be eaten.

Addresses the following content standards from the *Alabama Course of Study: Health Education*:

- ▶ 6-COS 7 Describe current issues that relate to healthy living.
- ▶ 6-COS 9 Analyze various dietary patterns to determine their impact on health. Examples: over-eating, under-eating, eating a balanced diet.
- ▶ 6-COS 10 Identify factors that impact nutrition choices of adolescents, including body image, advertising, eating disorders, and peer influence.
- ▶ 6-COS 11 Distinguish between healthy and unhealthy dietary patterns.
- ▶ 7-COS 8 Plan a healthy meal. (Comparing nutrient density in a variety of snacks and beverages)
- ▶ 7-COS 11 Select healthy meals from sample menus in school and community settings.
- ▶ 8-COS 10 Identify the consequences of poor nutrition.

This information was gathered from two web sites: <http://www.nal.usda.gov:8001/py/pmap.htm> and http://fitness.gov/physical_activity_fact_sheet.html

A Biscuit a Day Keeps the Doctor

Which of these statements are true and which are false? Test your knowledge of healthy foods and proper exercise with this quiz. Write "True" or "False" next to the statements. Your teacher will go over the correct answers with you when you're done.

1. _____ According to the Food Guide Pyramid, you should eat 6-11 servings of meat and 2-3 serving of bread and cereal.
2. _____ A physically active lifestyle adopted early in life may continue into adulthood.
3. _____ There are no related health benefits from physical activity among children and adolescents.
4. _____ Some diseases, like Type 2 diabetes and high blood pressure, that were found only in adults is now being diagnosed in children and teens.
5. _____ 1 out of 3 children are overweight. That number is double what it was twenty years ago.
6. _____ The health risk posed by physical inactivity is nowhere near as high as risk factors like cigarette smoking, high blood pressure, and high cholesterol.
7. _____ Moderate daily physical activity cannot reduce the risk of developing or dying from heart disease, type 2 diabetes, or certain cancers.
8. _____ According to the Food Guide Pyramid, you should eat less milk, yogurt, and cheese than vegetables.
9. _____ You can get significant health benefits from including a moderate amount of physical activity in your daily life.
10. _____ Fats, oils, and sweets are at the bottom of the food guide pyramid.

How the Biscuits Exercise

Baseball players have to exercise all year long to get in shape for baseball season. During the off-season (between October and February), they lift weights and do cardiovascular exercises. Cardiovascular means exercise that is related to the heart and blood vessels, such as running, walking on the treadmill, and jumping rope. Pitchers will practice throwing pitches once or twice a week. If they did not, they could seriously hurt their shoulders when they start pitching again during the season. The players also practice hitting balls during the off-season. During baseball season, players continue to exercise so they keep in shape. They lift weights and continue to do cardiovascular exercises. Exercise is very important for baseball players, just as important as it is for children like you!

Teacher Exercise Instructions: Health Education

Activity Guide Pyramid Exercise:

Have your students review the Activity Guide Pyramid (Worksheet 2 – Exercise 5) attached. Then discuss ways to get physical and have them keep an activity diary. After one week, review the diaries together and have them answer the questions listed underneath. Utilize the second part of the worksheet to discuss fun ways to incorporate exercise into their lives.

You can also access this pyramid online at the following link:

<http://www.aces.edu/pubs/docs/Y/YHLE-0001/YHLE-0001.pdf>

Addresses the following content standards from the *Alabama Course of Study: Health Education*:

- ▶ 6-COS 1 Compare name brand to generic health care products.
- ▶ 6-COS 2 Engage in developmentally appropriate practices for fitness and motor skill development.
- ▶ 6-COS 5 Design small-group activities involving offensive and defensive strategies in a cooperative setting
- ▶ 6-COS 7 Identify factors that affect physical activity and exercise preferences of participants.
- ▶ 6-COS 9 Analyze various dietary patterns to determine their impact on health. Examples: over-eating, under-eating, eating a balanced diet.
- ▶ 6-COS 10 Identify factors that impact nutrition choices of adolescents, including body image, advertising, eating disorders, and peer influence.
- ▶ 6-COS 11 Utilize a fitness plan.
- ▶ 7-COS 2 Demonstrate striking skills in modified versions of sport and recreation activities.
- ▶ 7-COS 6 Establish personal fitness goals and methods to improve healthy habits.
- ▶ 7-COS 8 Plan a healthy meal. (Comparing nutrient density in a variety of snacks and beverages)
- ▶ 7-COS 15 Categorize games, sports, and recreational activities by themes.
- ▶ 8-COS 4 Analyze the critical elements of skills associated with sports or recreational activities to determine which are specific to the activity.
- ▶ 8-COS 7 Compare methods of heart rate monitoring, fitness testing, respiration rate, and body composition through a variety of activities.
- ▶ 8-COS 9 Predict outcomes in terms of the body's response during phases of selected activities.
- ▶ 8-COS 10 Identify possible consequences of poor nutrition.
- ▶ 8-COS 11 Evaluate individual fitness plans.
- ▶ 8-COS 12 Identify positive influences related to participation in different forms of physical activities in modern culture by exploring self-expression and social benefits and developing positive peer relationships.
- ▶ 8-COS 14 Engage regularly in physical activities based on personal interest for the development of a healthy lifestyle.

Exercise 5

JUST MOVE!

ALABAMA

ACTIVITY GUIDE PYRAMID

Don't Be a Sofa Sloth or a Mouse Potato

Avoid TV hypnosis
 Don't get bogged in blogs or computers
 PS2 means Physical Sports Too
 Get off the sofa and get moving

CUT DOWN ON

At Your Leisure
 Do yard work
 Swing
 Golf
 Bowl
 Canoe

2 to 3 Times a Week

3 to 5 Times a Week

Get Your Heart Beating
 (at least 20 minutes)
 Swim
 Jump rope
 Skateboard
 Skate
 Run or jog
 Bicycle

2 to 3 Times a Week

Stretch and Strengthen
 Curl-ups
 Sit-ups
 Push-ups
 Pull-ups
 Karate

3 to 5 Times a Week

Get into the Game
 (at least 20 minutes)
 Play basketball
 Play baseball
 Play tennis
 Play soccer
 Go on a hike

Everyday Moves

Walk the dog
 Walk little kids
 Use the stairs
 Don't ride!
 Walk or bike!
 Play outside
 Pick up your stuff
 Help around the house
 Pick up trash in your neighborhood



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Activity Guide Pyramid

Healthy living is important for both the Biscuits players and students. You know it's smart to be physically active, but how much activity is enough? Each day try to work in about 30 minutes of moderate physical activity, such as walking or riding a bike. Or, at least three times a week, challenge yourself to 15 to 20 minutes of more intense activities, such as jogging or one-on-one basketball. Whatever activity you choose, make every day an active day. Use the worksheet below to keep a diary of your physical activity. After one week use the Just Move Alabama Activity Guide Pyramid to learn more and answer the questions below.

Physical Activity Diary		Date:
Weekday	Physical Activity	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

- 1. Did move enough?**
- 2. Did you get at least 30 minutes of moderate activity each day?**
- 3. Did you get at least 15 minutes of more intense activity three times a week?**
- 4. Do you think you're getting enough physical activity? Why?**
- 5. How can you fit more regular physical activity into your life?**

10 Ways to Get Physical

Here are some more ideas on you can get more physical! Pick and choose your own ways of becoming a better you. Consider these fun ways to put more action in your life.

1. **Take Your Feet** - Forget about asking your folks for a ride. Put your feet to the ground and start walking. Your feet will thank you, your heart will thank you, and Mother Nature will thank you for helping to cut down on air pollution.
2. **Try In-Line Skating** - Fun, fast, and easy to learn, in-line skating is a great way to spend a day outside with friends. Remember to wear the gear (helmet, plus knee, wrist, and elbow pads). You wouldn't want to be put out of action on your first time rolling.
3. **Take the Stairs** - Forget the elevator. By simply taking the stairs every opportunity you have, you'll get a workout without even thinking about it.
4. **Walk the Dogs** - Whether you volunteer or get paid, dog walking is a fun way to be physically active.
5. **Turn Up the Music** - Shake, rattle, and roll to your favorite tunes. It doesn't matter if you do the tango or the twist as long as you move as you groove.
6. **Bike There** - Mountain bikes are in! They go wherever you take them. So grab a friend and hit the trail. Of course, wear a helmet.
7. **Earn Extra Cash** - That's right, make money while helping your body. Try mowing lawns, weeding gardens, raking leaves, and cleaning garages.
8. **Baby-Sit** - It may sound silly, but if you've never kept up with a toddler you're in for a surprise. They move--and they move fast. Keeping your eye on a tot can challenge even the quickest babysitter.
9. **Lap It Up** - Swimming, diving, even water polo are all great activities and a real splash to do with friends. So don't be a drip, learn to do a flip.
10. **Play One-on-One Basketball**

Source: YourSELF, U.S. Department of Agriculture & Food and Nutrition Service, 1998.



Teacher Exercise Instructions: Health Education

Food Guard Pyramid Exercise:

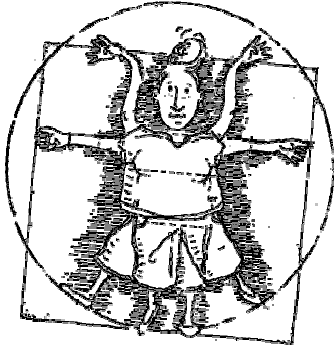
Review the following pages (Worksheet 3 – Exercise 5) with your students including the Food Guide Pyramid. Then discuss ways to eat healthy and have them keep a food diary. After one week, review the diaries together and have them answer the questions listed underneath.

Addresses the following content standards from the *Alabama Course of Study: Health Education*:

- ▶ 6-COS 7 Describe current issues that relate to healthy living.
- ▶ 6-COS 9 Analyze various dietary patterns to determine their impact on health. Examples: over-eating, under-eating, eating a balanced diet.
- ▶ 6-COS 10 Identify factors that impact nutrition choices of adolescents, including body image, advertising, eating disorders, and peer influence.
- ▶ 6-COS 11 Distinguish between healthy and unhealthy dietary patterns.
- ▶ 7-COS 8 Plan a healthy meal. (Comparing nutrient density in a variety of snacks and beverages)
- ▶ 7-COS 11 Select healthy meals from sample menus in school and community settings.
- ▶ 8-COS 10 Identify possible consequences of poor nutrition.

Exercise 5

There's No Perfect Body Size For A Teenager



That's right, you. It's no secret that you are changing. The way you look, feel, dress, even the way you think about things is probably different now from a year or even a few months ago. That's okay. In fact, it's absolutely, positively, perfectly **NORMAL**.

Discover how to be your best as your body grows and changes. Too many teenagers have unhealthy patterns of eating and inactivity as well as unrealistic body images; however, you can be healthy and attractive at the weight you are, while you are growing normally.

There's no one perfect body size--be proud and happy with who you are! Watch out for the dangers of dieting. Here are some weight control points to remember.

BE REALISTIC: This is the most important step. Be honest with yourself. Set a goal that is within your abilities but one that will also challenge you. Make small changes over time in what you eat and in the level of activity you undertake. Small steps work better than giant leaps.

BE ADVENTUROUS: Expand your tastes to enjoy a variety of foods.

BE FLEXIBLE: Balance what you eat and the physical activity you do over several days. Don't worry about just one meal or one day.

BE SENSIBLE: Enjoy all foods, just don't overdo it.

BE ACTIVE: Walk the dog, don't just watch the dog walk.

Get rid of the word "diet." Skipping meals or following weird, unhealthy diets can actually keep you from getting the nutrients you need for healthy growth. Trying to lose weight when your body is changing and growing isn't smart.

What should you do if you think you are starting to look **a little chunky**? For starters, remember that your body is programmed for growth not fashion. Some teens plump out before they shoot up. If you feel your weight is not right for you, talk to an adult you trust. Usually, your height eventually catches up with your weight, especially if you stick to a balanced, moderate eating plan and if you stay physically active.

How Much Should You Eat? Eating smart is part of growing healthy! It's easy to be a smart eater if you use the Food Guide Pyramid. For good health, eat at least the minimum number of servings from all five major food groups each day. You need more servings from some food groups than you need from other food groups. Go easy on the foods at the top of the Pyramid.

What's a Serving Anyway? A serving is a specific, measured amount of food such as the serving size given on a cereal box. The amount you heap onto your plate or pour into your cup is your helping size. Helpings may be bigger--or smaller--than Pyramid serving sizes. (The serving sizes on food labels may be different from Pyramid servings, too.) Do you need to measure everything you eat? No. Instead, estimate Pyramid serving sizes to make sure you're getting a balanced variety of foods. Use this chart to compare actual Pyramid serving sizes with typical helping sizes.

Food Guide Pyramid



A Pyramid Serving	A Typical Helping
1/2 cup rice or pasta	1 cup rice or pasta
1/2 bagel or 1/2 hamburger bun	1 bagel or 1 hamburger bun
1 chicken leg and thigh	1/4 chicken
1 order (1/2 cup) French fries	Large order (3/4 to 1 cup) French fries
1/2 cup cooked red beans	Big bowl (1 to 2 cups) chili beans
1 cup leafy greens	Large green salad (2 cups greens)

What Do You Eat?

Find out what--and how much--you eat by keeping a Food Diary. On a sheet of paper make a Food Diary including Breakfast, Lunch, Dinner, and Snacks. Write down what you eat for one week.

Next - compare the actual helpings of food that you ate with the recommended Pyramid servings. (Use the attached worksheet "How the Pyramid Stacks Up" as a guide). Remember, the Food Guide Pyramid is your daily guide for healthful eating. Regardless of your weight, eat at least the smallest number of servings from all five major food groups each day. Easy does it when eating foods from the top of the Pyramid.

Use your Food Diary and the Food Guide Pyramid to answer the following questions:

1. **How did your diet compare to the Food Guide Pyramid?**
2. **Did you eat at least the minimum number of servings from the five major food groups?**
3. **What food groups were lacking?**
4. **Did you eat sparingly from the food at the top of the Pyramid?**
5. **What changes can you make in your eating?**

How the Pyramid Stacks Up

Serving size is a type of measuring tool. Knowing what an actual Pyramid serving is can help you estimate how much you're eating. This information can help you judge whether you're getting enough of different types of foods.

	The Food Group	How Much Is One Serving?	Pyramid Serving
Eat Less	Fats, Oils, and Sweets	These foods add extra calories and provide little or no nutrients. Use them in moderation to add flavor to other foods.	Use sparingly
Eat Enough	Milk Group	1 cup milk or yogurt; 1-1/2 ounces natural cheese, 2 ounces processed cheese	3 servings or more for teens
	Meat Group	1/2 cup cooked dry beans, 1 egg, or 2 tablespoons peanut butter count as 1 ounce of meat. 2-3 ounces cooked lean meat, poultry, or fish count as a serving.	2-3 servings
Eat More	Vegetable Group	1 cup raw leafy vegetables; 1/2 cup vegetables (cooked or chopped raw); 3/4 cup vegetable juice	3-5 servings
	Fruit Group	1 medium apple, banana, or orange; 1/2 cup fruit (canned, cooked, or raw); 3/4 cup fruit juice; 1/4 cup dried fruit	2-4 servings
Eat Plenty	Bread Group	1 slice bread or tortilla; 1 ounce ready-to-eat cereal; 1/2 cup cooked cereal, rice, or pasta; 1/2 bagel, 1/2 hamburger bun, or 1/2 English muffin	6-11 servings

Teacher Exercise Instructions: ACA Beef Nutrition - MyPyramid

Healthy eating is very important for both the Biscuits players and students. The players eat a well balanced diet that contains items from each food group of MyPyramid. This helps them have the energy to play a 140 game season and hopefully have minimal injuries!

The Alabama Cattlemen's Association encourages healthy eating habits from the Meat & Bean group as well as the other four areas from the MyPyramid.

MyPyramid was developed in 2005, after the initial Food Guide Pyramid, which focuses on healthy eating as well as physical activity. MyPyramid focuses on the basics, be physically active and choose nutrient-rich foods, or power foods, from all five food groups everyday.

Encourage students to visit the Alabama Cattlemen's Association's Philly Cheese Steak carts while they attend Grand Slam School Day!

For more information on the importance and nutrition of beef please visit any of the following websites:

www.beefnutrition.org

www.bamabeef.org

www.teachfree.com

These websites provide valuable educational information for students and how beef production fits in today's world



www.bamabeef.org




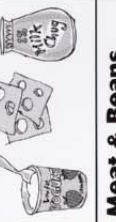


Beef Nutrition

In this exercise (utilize Worksheet 1 – Exercise 6) students will be asked to monitor their daily food and physical activity for one week. At the end of the week students can see how their eating habits compare to their peers as well as talk about areas that they eat according to the guidelines as well as those areas that they can look to improve.

MyPyramid Worksheet

Name _____

Check how you did yesterday and set a goal to aim for tomorrow.

Write in Your Choices from Yesterday	Food and Activity	Tip	Goal (Based on an 1,800 Calorie Level)	List Each Food Choice in its Food Group	Estimate Your Total
Breakfast: _____ _____ _____	Grains 	Make at least half your grains whole.	6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or 1/2 cup cooked rice, pasta)		____ ounce equivalents
Lunch: _____ _____ _____	Vegetables 	Color your plate with all kinds of great tasting veggies.	2-1/2 cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies)		____ cups
Snack: _____ _____	Fruits 	Make most choices fruit, not juice.	1-1/2 cups (1 cup fruit or 100% fruit juice, or 1/2 cup dried fruit = 1 cup of fruit)		____ cups
Dinner: _____ _____ _____	Milk 	Choose fat-free or lowfat most often.	3 cups (1 cup yogurt or 1-1/2 ounces cheese = 1 cup milk)		____ cups
Physical Activity: _____ _____ _____	Meat & Beans 	Choose lean beef or pork, skinless chicken or turkey. Vary your choices – more fish, beans, peas, nuts, and seeds.	5 ounce equivalents (1 ounce equivalent is 1 ounce meat, poultry, or 1/4 cup cooked dry beans)		____ ounce equivalents
	Physical Activity 	Build more physical activity into your daily routine at home and school.	At least 60 minutes of moderate to vigorous activity every day or most days		____ minutes

How did you do yesterday? Great So-So Not So Great

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____



The Alabama Cattlemen's Association is an official sponsor of the Montgomery Biscuits. Alabama Beef Producers thanks to their Beef Checkoff Program

Provided by the Alabama Cattlemen's Association and the

Alabama Cattlemen's Association

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Alabama Beef Producers thanks to their Beef Checkoff Program

Teacher Exercise Instructions

ACA - Beef Nutrition & Beef Cuts

Beef Cut Quiz

Beef is a very important part of a healthy person's diet. The Alabama Cattlemen's Association feels strongly that it is important to educate students on the importance of beef within your diet. As a way to learn more about beef, please direct your students to learn about the beef cuts of a cow.

Please direct students to cut out the cuts of beef and glue them onto the cow as indicated. It is encouraged to discuss and/or ask students about beef products that they consume. This exercise will allow them to see which part of a cow the beef products they consume are located.

Exercise 6



BEEF CUT QUIZ



**BEEF GOES GREAT
WITH BISCUITS!**

The Alabama Cattlemen's Association
is an official sponsor of the Montgomery Biscuits.

Provided by the Alabama Cattlemen's Association and
the Alabama Beef Producers thanks to their Beef Checkoff program



You can use the link below as a great tool to educate the students on the various areas of the cow along with the names of all the cuts of beef and where they are located on the cow. This chart is also color coded with recommended cooking methods for each cut of beef.

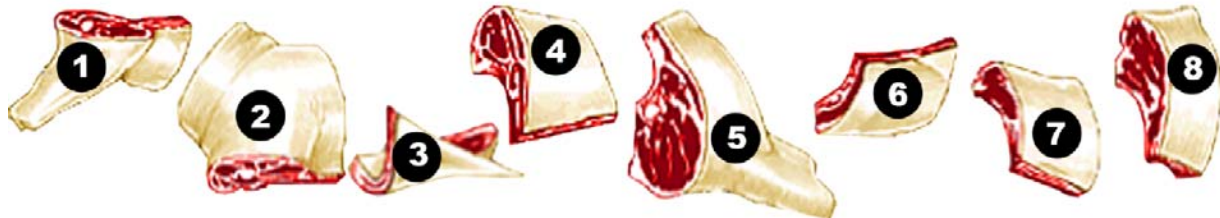
<http://www.beefitswhatsfordinner.com/pdf/BeefCutsEn.pdf>



BEEF CUT QUIZ

Please CUT OUT each cut of beef and place it on the cow!

1 BRISKET & FORESHANK	2 CHUCK	3 FLANK	4 RIB	5 ROUND	6 SHORT PLATE	7 SHORT RIBS	8 SIRLOIN
Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:





Educational Materials for Grades 1 to 12:

1.) **Grades 1-12: "Caretakers All" Environmental Kit:** This environmentally-based tool kit tells the story of good "caretaking". The two main points addressed by this curriculum are stewardship and animal husbandry. Students will learn about 5 different environmental issues, in the 6th lesson they learn how to apply the principles learned in their own community.

2.) **Grades 1-12 – "Meet the Power Foods":** Poster and CD kit that is taken from the "Choose Well" beef educational kit. *Meet the Power Foods* Mini-Lesson is a shrink-wrapped package including a *Meet the Power Foods* poster and a disk that contains a PowerPoint presentation teaching students about *MyPyramid*, an interactive food label game called *Secret Source*, a presentation for school leaders and parents on school wellness, and a variety of other school wellness resources. A "read-me" file has also been added to instruct the RD/Teacher on how to present the material.

3.) **Grade 2 - Health and Nutrition: "MYPYRAMID FOR KIDS" tear pad (100 sheets) and poster** - A colorful MyPyramid tear pad and poster with a youthful version of the Food Guide Pyramid.

4.) **Grades 2-4 - Health and Nutrition: "THE SAFE FOOD JOURNEY"** - Poster details the journey food makes from farm to the students homes.

5.) **Grades 2-6 – "Power Up With Beef":** A colorful kids beef recipe brochure which includes beef nutritional information such as "ZIP" (Zinc, Iron and Protein), easy to prepare beef recipes and fun activity section.

6.) **Grades 4-5 - Social Studies: "CELEBRATE AMERICA" Video kit** - Explores a variety of beef recipes, foods and traditions from different cultures and gather information about how and when their families came to America. Includes a video, leader's guide, activity sheets and full-color poster.

7.) **Grades 4-5 – Nutrition/Health, Mathematics and Language Arts: "CHOOSE WELL" Video Kit** - An instructional strategy and teachers guide to teach elementary grade students the basics of good eating and the importance of physical activity. Kit includes reproducible materials for students, DVD with a 15 minute movie about "Food", CD Video game and posters. "Choose Well" includes a Telly award-winning video and a copy of *Appetite Attack*, an action-packed computer game from the Parents' Choice 2006 Approved Award-Winning Web site, www.zip4tweens.com. "Choose Well" has been favorably reviewed by the American Dietetic Association Foundation as part of the Healthy Families, Healthy Kids initiative.

8.) **Grades 5-6 - Science: "THINGS WE CAN LEARN FROM A COW & A WORM"** - Colorful poster with activities that demonstrates the positive role ruminants, especially cattle, plays in our environment.

9.) **Grades 5-6 - Science and Math: "FUELED FOR FLIGHT"** - A space travel theme to teach students how the body uses energy. Students learn math and science skills and key concepts for everyday health and nutrition.

10.) **Grades 6-8 – Social Studies and Language Arts: "BEEF IN BRIEF" – How America's Cattle Serve the World** – Kit includes interesting and educational information on modern beef production and how it fits in today's world. The kit will include information on nutrition, animal welfare, environment, food safety, the beef animal and the history of the beef industry.

11.) **Grades 5-12 & Adults – Health and Nutrition: "MYPYRAMID"- Tear sheets and posters** - Full-color 8 ½ x 11 inches tear pad with 100 sheets. Developed by the U.S. Department of Agriculture and the Department of Health and Human Services. Reverse side provides information on serving sizes.

12.) **Grades 7-12 – Science: "FACTS FOR YOUR FILES"** – Background fact sheets with information on a number of health, safety and environmental topics.

*** All of the educational materials are made possible thanks to Alabama Beef Producers and their Beef Checkoff program. ***

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www.bamabeef.org – e-mail: dvandiver@bamabeef.org





13.) Grades 7-12 – Consumer Sciences:

“BASICS ABOUT BEEF” – Colorful 24-page booklet for consumer science students that covers the nutritional benefits of beef as well as all aspects of buying, storing, preparing and serving beef. Contains word puzzles to reinforce and review the information found in the booklet.

14.) Grades 7-12 – Consumer Sciences:

“TAKE A COOK ON THE WILD SIDE” – A video kit to help junior and senior high school students learn about food safety and nutrition and also includes information on beef preparation. Includes five-lessons, a 20-minute video, a 16-page leader’s guide, eight black and white master sheets, a Retail Cuts of Beef poster, “And the Winner is... Ground Beef” student booklet and a “Basics About Beef” student booklet.

15.) Grades 7-12 – Consumer Sciences:

“RETAIL CUTS OF BEEF” – Large wall poster or 8” x 11” chart that shows wholesale and retail cuts of beef and is color-coded with correct cooking methods.

EDUCATIONAL MATERIALS FOR ADULTS ON NUTRITION, FOOD SAFETY, BEEF RECIPES & BEEF CUT CHARTS:

NUTRITION:

- 1.) **“FOOD GUIDE PYRAMID”** tear pad (100 sheets)
- 2.) **“Family Mealtime Kit”**
- 3.) **“Everyday Solutions Women’s Lifestyle”** tear pad (100 sheets)
- 4.) **“Beef Nutrients”** tear pad (100 sheets)
- 5.) **“29 Cuts of Lean Beef”** (comes in single 8 1/2 “ x 11” sheets)
- 6.) **“Tween”** tear pad (100 sheets) (Nutrition information for youth)
- 7.) **“Relax, Recover, Renew”** tear pad (100 sheets)
- 8.) **“Eating for 2”** tear pad for expectant mother’s (100 sheets)
- 9.) **“Childhood Nutrition”** tear pad (100 sheets)
- 10.) **“The Fitness Connection”** tear pad (100 sheets)
- 11.) www.beefnutrition.org bookmark
- 12.) www.teachfree.com bookmark
- 13.) www.zip4tweens.com bookmark
- 14.) School Wellness.org bookmarks (100 per package)
- 15.) Family Mealtimes.org bookmarks (100 per package)

FOOD SAFETY:

- 1.) **“Fight BAC” - “KEEPING BAC AWAY”** tear pad (50 sheets) – Includes food safety facts & proper cooking temperatures when cooking beef.

BEEF CUTS CHART:

- 1.) 8” x 11” full-color sheet 2.) Full-color poster

BEEF RECIPES:

- 1.) **“Confident Cooking with Beef”** - includes full-color beef recipes with the Beef Cuts Chart and tips to cook beef with confidence. Includes food safety, tips on buying and cooking beef, understanding the meat package label, nutrition information, storing beef, cookware basic tips, marinades and rubs, grilling tips and more.

***** All of the educational materials are made possible thanks to Alabama Beef Producers and their Beef Checkoff program. *****

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Teacher Exercise Instructions: Physical Education

Triple Crown Baseball

Players:	Divide into two teams
Grade Level:	3-5
Equipment:	Three bases, bucket or box, soft baseball or waffle ball, kickball

Directions:

Divide the class into two teams. Place bases in the same diamond position as a baseball field. The bases should be spaced out appropriately for children playing (i.e., close together for younger children). Place all ball into the box or bucket.

The batter takes the equipment out of the box one at a time and kicks or throws it away from the defense (outfield). The defense (outfield) is not allowed to move until the last piece of equipment is in the air. The batter/runner runs the bases and tries to get home before the (outfield) defense can return all of the equipment to the box. Each member of team 1 has a turn at bat and then the (outfield) defense comes in for their turn. A full inning usually takes about 15 minutes.

Addresses the following content standards from the *Alabama Course of Study: Physical Education*:

- ▶ 6-COS 1 Apply the critical elements of opposition, balance, weight transfer, and fluid movement patterns for all manipulative and nonlocomotor skills in game situations
- ▶ 6-COS 2 Engage in developmentally appropriate practices for fitness and motor skill development.
- ▶ 6-COS 4 Identify offensive and defensive strategies as components of game objectives.
- ▶ 6-COS 5 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 6-COS 6 Assess the body's response to exercise including, but not limited to, heart rate monitoring, fitness testing, respiration rate, and body composition.
- ▶ 6-COS 7 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 6-COS 8 Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.
- ▶ 7-COS 1 Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.
- ▶ 7-COS 2 Demonstrate strategic positioning for offense and defense in game situations.
- ▶ 7-COS 3 Analyze manipulative skills for specific sports or recreational activities.
- ▶ 7-COS 4 Identify applications of motor skills in both recreation and sport.
- ▶ 7-COS 6 Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.
- ▶ 7-COS 11 Apply methods for communicating with confrontational opponents.
- ▶ 7-COS 13 Identify the characteristics of both good and poor sportsmanship.
- ▶ 8-COS 1 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 3 Discuss the concepts that affect motor skill development and performance.
- ▶ 8-COS 5 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 7 Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and team sports.
- ▶ 8-COS 11 Describe how recognized opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.
- ▶ 8-COS 12 Identify positive influences related to participation in different forms of physical activities in modern culture by exploring self-expression and social benefits and developing positive peer relationships.
- ▶ 8-COS 15 Solve problems in initiative activities and cooperative games by determining cause and testing solutions.

Exercise 7

Teacher Exercise Instructions: Physical Education

Frisbee Baseball

Players: Divide into two teams

Grade Level: 2-5

Equipment: Frisbee (nerf/soft is best), bases, something for a goal for home plate

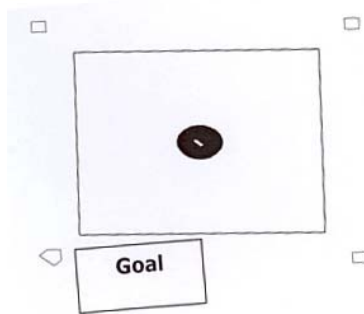
Directions:

Mark off an area like a baseball field with three bases and the home bases. Set the goal to the right of the home plate but away from the base to have some room in between the two.

Pick one child on the outfield team to be in front of the goal because he/she is the goal catcher for the team in the outfield.

Line up the infield team in a single filed line to throw the Frisbee out into the outfield. As soon as they release the Frisbee they are to run around as many bases as possible before the outfield throws the Frisbee to their catcher.

The catcher has to throw the Frisbee into the goal to stop the runner on whatever base he/she is on at that time. If the runner makes it all the way around to home base then the infield gains a point. If the catcher throws the Frisbee into the goal when the runner is on third, the runner has to stay on third until the next thrower releases the Frisbee. Each player on each team gets one turn to throw. When everyone has thrown the two teams switch positions. If someone in the outfield catches a thrown Frisbee (fly ball) it is considered an out. There is no “three out rule”, everyone gets a turn. Remind students that the outfield cannot throw a Frisbee into the goal; the catcher for that team must do it after the outfield throw it to him/her.



Addresses the following content standards from the *Alabama Course of Study: Physical Education*:

- ▶ 6-COS 1 Apply the critical elements of opposition, balance, weight transfer and fluid movement patterns for all manipulative and nonlocomotor skills in game situations.
- ▶ 6-COS 2 Engage in developmentally appropriate practices for fitness and motor skill development.
- ▶ 6-COS 4 Identify offensive and defensive strategies as components of game objectives.
- ▶ 6-COS 5 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 6-COS 6 Assess the body's response to exercise including, but not limited to, heart rate monitoring, fitness testing, respiration rate and body composition.
- ▶ 6-COS 9 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 7-COS 1 Apply critical elements for all locomotor, nonlocomotor and manipulative skills in modified game situations
- ▶ 7-COS 3 Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.
- ▶ 7-COS 4 Demonstrate strategic positioning for offense and defense in game situations.
- ▶ 7-COS 6 Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.
- ▶ 7-COS 11 Apply methods for communicating with confrontational opponents.
- ▶ 7-COS 13 Identify the characteristics of both good and poor sportsmanship.

- ▶ 8-COS 1 Demonstrate competence in a variety of activities.
- ▶ 8-COS 2 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 3 Discuss the concepts that affect motor skill development and performance.
- ▶ 8-COS 5 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 7 Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and team sports.
- ▶ 8-COS 11 Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.
- ▶ 8-COS 12 Identify positive influences related to participation in different forms of physical activities in modern culture by exploring self-expression and social benefits and developing positive peer relationships.
- ▶ 8-COS 15 Solve problems in initiative activities and cooperative games by determining cause and testing solutions.

Exercise 7

Teacher Exercise Instructions: Physical Education

Label the Playing Positions

Utilize Worksheet 1 – Exercise 7.

Answers

- 1 – Pitcher
- 2 – Catcher
- 3 – First Base
- 4 – Second Base
- 5 – Shortstop
- 6 – Third Base
- 7 – Left fielder
- 8 – Center fielder
- 9 – Right fielder

Addresses the following content standards from the *Alabama Course of Study: Physical Education*:

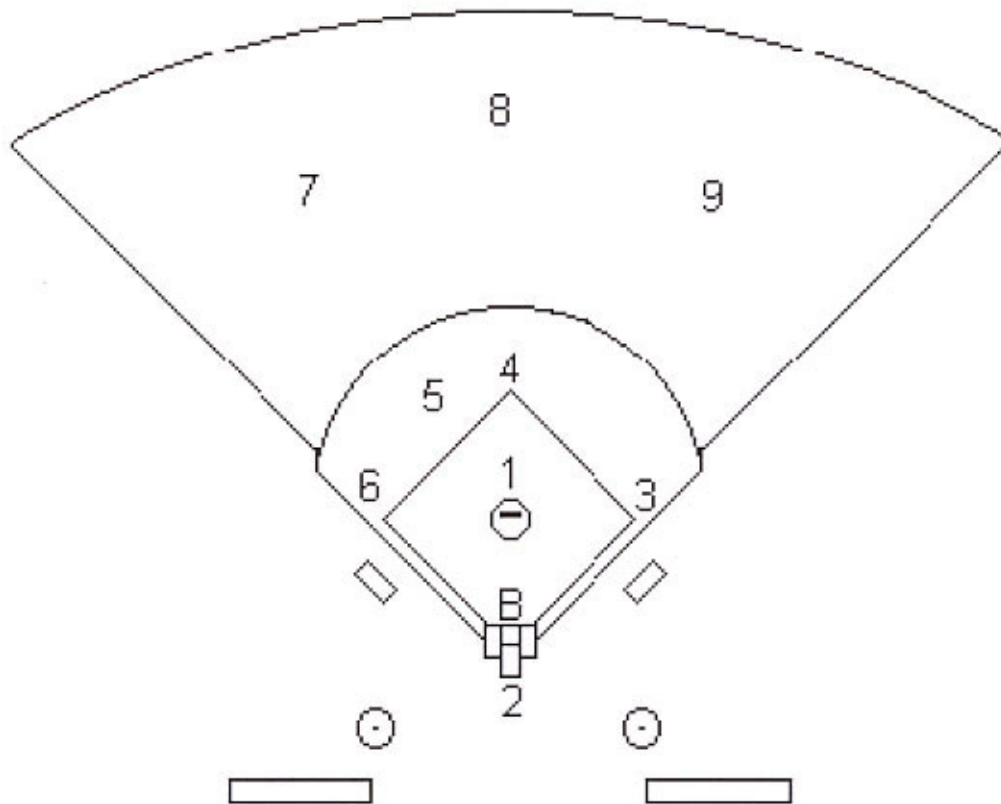
- ▶ 6-COS 4 Identify offensive and defensive strategies as components of game objectives.
- ▶ 6-COS 5 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 6-COS 11 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 6-COS 12 Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.
- ▶ 7-COS 2 Demonstrate striking skills in modified versions of sport and recreation activities.
- ▶ 7-COS 4 Identify applications of motor skills in both recreation and sport.
- ▶ 7-COS 5 Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.
- ▶ 7-COS 6 Demonstrate strategic positioning for offense and defense in game situations.
- ▶ 7-COS 6 Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.
- ▶ 7-COS 11 Apply methods for communicating with confrontational opponents.
- ▶ 7-COS 15 Categorize games, sports, and recreational activities by theme.
- ▶ 8-COS 1 Demonstrate competence in a variety of activities.
- ▶ 8-COS 3 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 4 Analyze the critical elements of skills associated with sports or recreational activities to determine which are specific to the activity.
- ▶ 8-COS 5 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 7 Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and team sports.
- ▶ 8-COS 11 Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.

Exercise 7

Label the Playing Positions

Directions

Write the number on the playing field by the correct playing position.



- Pitcher # _____
- Catcher # _____
- First base # _____
- Second base # _____
- Third base # _____
- Shortstop # _____
- Left fielder # _____
- Center fielder # _____
- Right fielder # _____

Teacher Exercise Instructions: Physical Education

Hidden Biscuits Message

Utilize Worksheet 2 – Exercise 7.

BLLUBBISCLUDIDT
 SAARETHEIBLEGIG
 ESCGROUNDERATNL
 +L+K++EDIOM+IGI
 ++PES+WFEEN+EN
 ++CI+TNHRLNBURE
 +A++RIOOILBLRS
 COUNTTRPGF+A+ET
 YAKKER+N+LFSCPE
 ++++E+I+++LE+EA
 ++++K++B++A+NL
 SHUTA++++AO+B++
 +++EHITTERLU+++
 ++R++++++KT++
 +B+++++++

Hidden Message:

Biscuits are the best!

(Over,Down,Direction)

ACE(2,7,NE)
 BACKSTOP(1,1,SE)
 BALK(9,11,SE)
 BALL(13,12,NW)
 BASE(12,7,S)
 BREAKING(2,15,NE)
 BULL(5,1,W)
 CALLED(13,9,NW)
 COUNT(1,8,E)
 DINGER(14,1,S)
 DOUBLE(9,3,SE)
 ERROR(5,10,NE)
 GAME(13,2,SW)
 GROUNDER(4,3,E)
 HITTER(5,13,E)
 INFIELD(6,7,NE)
 INNING(10,7,NE)
 LINE(10,1,SW)
 LINES(15,3,S)
 OUT(11,12,SE)
 PEN(14,9,S)
 RUN(14,7,NW)
 SHUT(1,12,E)
 STEAL(15,7,S)
 TRIPLE(6,8,NW)
 WHIFF(7,5,SE)
 YAKKER(1,9,E)

Addresses the following content standards from the *Alabama Course of Study: Physical Education*:

- ▶ 6-COS 4 Identify offensive and defensive strategies as components of game objectives.
- ▶ 6-COS 5 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 6-COS 13 Identify rules and regulations for a variety of sports and lifetime activities.
- ▶ 6-COS 14 Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.
- ▶ 7-COS 2 Demonstrate striking skills in modified versions of sport and recreation activities.
- ▶ 7-COS 4 Identify applications of motor skills in both recreation and sport.
- ▶ 7-COS 6 Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.
- ▶ 7-COS 7 Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.
- ▶ 7-COS 8 Demonstrate strategic positioning for offense and defense in game situations.
- ▶ 7-COS 11 Apply methods for communicating with confrontational opponents.

- ▶ 7-COS 15 Categorize games, sports, and recreational activities by theme.
- ▶ 8-COS 1 Demonstrate competence in a variety of activities.
- ▶ 8-COS 4 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 5 Demonstrate skills utilized in lifetime health-enhancing activities.
- ▶ 8-COS 7 Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and team sports.
- ▶ 8-COS 11 Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.

Exercise 7

Hidden Biscuits Message

Directions

Find and circle the twenty-seven hidden words. When you're done, find the secret message phrase. (Hint: It has four words!)

B L L U B B I S C L U D I D T
 S A A R E T H E I B L E G I G
 E S C G R O U N D E R A T N L
 D L T K X N E D I O M Q I G I
 A S P E S L W F E E U N H E N
 L Z C I O T N H R L N B U R E
 Q A P B R I O O I I L B L R S
 C O U N T T R P G F R A B E T
 Y A K K E R A N T L F S C P E
 T Q E E E J I J K I L E Q E A
 V R R E U K F A B P J A H N L
 S H U T A S Y D P A O Z B Q V
 S Q K E H I T T E R L U X P U
 S T R U F K U N R J D K T C M
 S B F R K C X G W H U U J Y N

ACE	BACKSTOP	BALK
BALL	BASE	BREAKING
BULL	CALLED	COUNT
DINGER	DOUBLE	ERROR
GAME	GROUNDER	HITTER
INFIELD	INNING	LINE
LINES	OUT	PEN
RUN	SHUT	STEAL
TRIPLE	WHIFF	YAKKER

Teacher Exercise Instructions: Social Studies

Pop Quiz! Montgomery Baseball

Baseball has been a part of Montgomery's history for over a century. The Biscuits are proud to be the latest chapter in that history. This summary of Montgomery's involvement in professional baseball is meant to give the students a look at Montgomery's history from a different perspective (labeled Worksheet 1-Exercise 9). The summary is followed by questions to test the students' ability to read for content. A more detailed summary is available on our web page at www.biscuitsbaseball.com. If your students are not familiar with some of the words in the article, the following definitions should help.

Farm Club:	A minor league team affiliated with a major league team.
Affiliated:	In the same organization as a major league team. (The Biscuits and the Rays are in the same organization so they are affiliated)
Major Leagues:	The highest level in U.S. professional baseball. It is above all the other minor league levels. (Also known as "big league")
AAA Baseball:	The highest level of minor league baseball; this is the closest step to major league baseball.
AA Baseball:	This level of minor league baseball is two steps away from the Major Leagues and one step below AAA Baseball.
Class-A Baseball:	This level of affiliated minor league baseball is three steps away from major league baseball. It is one step below AA Baseball.

Answers:

1. World War I and World War II, variety of answers
2. 1928, 13
3. 1972-1977, Rebels won 4 Southern League Championships, Rebels crushed all Southern League foes in 1977
4. 145,458

Addresses the following content standards from the *Alabama Course of Study for Social Studies*:

- ▶ 6-COS 5 Identify causes of WWI and reason for entry in by the United States.
- ▶ 6-COS 6 Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.
- ▶ 6 COS 6,b3 Identify notable people of the 1920s.
- ▶ 6 COS 8 List key figures, significant events, and reasons for the involvement in WWII.
- ▶ 6 COS 9 Identify changes in the American home front during WWII.

Exercise 8

Over 100 Years of Montgomery Baseball

The Black Sox were the first professional team to play baseball in Montgomery. They came to the city in 1903 as part of the Southern Association.

Montgomery's team went through ten name changes in the first 36 years. From 1904 until 1916, Montgomery's players were alternately called the Senators, Climbers, Billikens, and Rebels.

As most things were at that time, baseball was segregated by race. The first successful organized African-American league, known as the Negro National League, was established in 1920. The league had member teams in the South and Midwest, including one in Montgomery called the Grey Sox. That same year the Grey Sox won the pennant.

In 1915 minor league baseball began to decline as the United States financially got deeper into World War I. For the first time in 13 years, Montgomery did not field a team. The next year Montgomery made an attempt at a team, but due to financial difficulties, they withdrew from the league before the season was finished.

Ten years later, in 1926, the new Class B Southeastern League formed and took on Montgomery as one of its six original members. The Montgomery Lions won the first of 13 championships for the city in 1928. Three years later Montgomery again went without a team for the next five years.

However, in 1937 professional ball made a return to the capital. For the first time, the capital city had a major league farm club. The Montgomery Bombers were a Cleveland Indians affiliate at first but then swapped to become a Philadelphia Phillies farm club a year later.

In 1939, the team brought back the name "Rebels" which it had last used in 1916. For the next 41 years, Montgomery kept Rebels as its nickname except for a brief switch to the name "Grays" in 1952 and 1953.

World War II had a negative effect on minor league baseball, and the Southeastern league folded in 1942. But by 1946 the league was back for good and permanently changes its name to the South Atlantic League in 1951. Also in 1946, Montgomery established an attendance record of 101,776 fans for the year.

In 1947 the Rebels hit their golden age. They won the Southeastern League championship and broke the attendance record set the year before. The record of 145,458 fans in one season still stands to this day. The Rebels went on to win the championship in '48, '51, and '52.

Montgomery had several major league affiliates since the Phillies in 1938. Either the Washington Senators, Detroit Tigers, St. Louis Cardinals, or Boston Red Sox were the team's major league affiliate at different times throughout that period. However, in 1957 the Rebels picked up the Detroit

Tigers as a big league affiliate, an affiliation they kept until 1980. 1957 was also the year that the Rebels played their first game at Paterson Field, the same field where the Wings played ball until 2003.

After a three-year absence from baseball, Montgomery played its first full year as a AA Baseball team. The greatest era in Montgomery's baseball history began in 1972 as the Southern League split into two divisions, and Montgomery began a period of dominance over the Western Division. The Rebels won four Southern League championships between 1972 and 1977. '77 was the best year in Montgomery's baseball history thus far as the Rebels crushed all Southern League foes.

Waning attendance in 1980 caused Montgomery to lose its AA team. This 23-year absence of professional, affiliated baseball was the longest in the city's history. The Wings, an All American Association/Southeastern League team, played for three years between 2001 and 2003; however, they were not affiliated with any major league team.

In 2003 the Orlando Rays, a AA affiliate of the Tampa Bay Devil Rays, moved to Alabama's capital city and became the Montgomery Biscuits. The Biscuits are part of the Southern League/Western Division, just as the Rebels were between 1965 and 1980. Their first home game was played on April 16, 2004 at the new Riverwalk Stadium.

Pop Quiz! Montgomery Baseball

Answer these questions about the article your teacher will give you.

Matching

Match the following dates with the name that the Montgomery baseball team played under during that year. Place the letter in the blank next to the team name.

- | | |
|--------------------|---------|
| _____ 1. Lions | A. 1903 |
| _____ 2. Biscuits | B. 1926 |
| _____ 3. Black Sox | C. 1937 |
| _____ 4. Rebels | D. 1939 |
| _____ 5. Grays | E. 1953 |
| _____ 6. Bombers | F. 2004 |

Short Answer

Answer the following questions about the article you just read.

- What major events happened in the 1910s and 1940s that made it difficult for minor league baseball to succeed? Why do you think these events had an effect on the sport?*
- When did Montgomery win their first championship? How many championships have they won so far?*
- What was the greatest era in Montgomery's baseball history thus far?*
- What is the attendance record that still stands for a single-season record of attendance?*

Teacher Exercise Instructions: Social Studies

Baseball's Negro League

Have students research former players from the Negro League that were from Alabama **such as** Hank Aaron and Willie Mays. Have the students describe in their research the social conditions that made it hard for these men to live and play the sport they loved (use questions below). Students may wish to refer to the book entitled, *“The Complete Book of Baseball’s Negro League: The Other Half of Baseball History”* by John Holway.



Addresses the following content standards from the *Alabama Course of Study for Social Studies*:

- ▶ 6-COS 4c Analyzing the impact of early civil rights movements on the lives of Americans
- ▶ 6-COS 6c Identifying notable people of the 1920s.

Exercise 8

Teacher Exercise Instructions: Social Studies

Civil Rights: Before You Could Say "Jackie Robinson"



I. Introduction - rationale, goals, target audience

Want to motivate your students to learn about segregation and the importance of cultural diversity? Here is a colorful unit, designed for grades four through eight, that illustrates how baseball reflected and led critical social shifts in American history from the Civil War to the modern-day Civil Rights movement. Beginning with the origin of the Negro leagues to Jackie Robinson's integration of Major League Baseball in 1947, untold stories of honor, courage, and perseverance are brought to life through interactive multicultural lessons spanning several subject areas.

II. Objectives - in completing this lesson, students will:

- A. Examine historical data from various sources, including museum and library collections, artifacts, primary sources, oral testimonies, and Web sites.
- B. Analyze documentation to determine which attributes of **Jackie Robinson's** character contributed to his success as a baseball player who broke the color barrier and, later, as a political activist.
- C. Understand through dialogue and discussion, how the evolution of baseball coincided with significant cultural developments, such as: the abolition of slavery, Jim Crow laws, segregation, the Negro leagues, integration, and historical figures of those eras.

III. The Players and the Leagues

A. Background

For almost 100 years, African-American players were prevented from playing Major League Baseball simply because of their skin color. In order to play the game, they formed their own teams - known collectively as the Negro leagues. The heyday of the Negro leagues was from the 1920s through the late 1940s when Jackie Robinson broke the modern-day color barrier by joining the Brooklyn Dodgers. The Negro leagues continued until 1960 when Baseball became completely integrated. Negro league players endured what some considered adverse conditions in order to play the game they loved.

B. Vocabulary

Abolish	Courage	Negro leagues	Slavery
Activist	Demise	Perseverance	
Barnstorm	Expansion	Prejudice	
Civil Rights	Integration	Racism	
Color Barrier	Integrity	Rookie	
Contract	Jim Crow laws	Segregation	

Exercise 8

C. Suggested Activities

1) In the Multi-Media Gallery of the Hall of Fame Web site (baseballhalloffame.org) find photographs of Moses Fleetwood Walker, Leroy "Satchel" Paige, Josh Gibson, Effa Manley, Rube Foster, James "Cool Papa" Bell, Walter "Buck" Leonard, Branch Rickey, and Jackie Robinson. If possible, print each photograph and identify one fact about each person.

2) Read aloud the short book, "*Teammates*," by Peter Golenbock. Discuss as a class the significance of the relationship between Jackie Robinson and Pee Wee Reese. **Examine this relationship from the author's perspective by viewing an online interview at looseleafbookcompany.com/archives/0112/tr2.html.**

3) Organize students into literature circles to read the books: "*The Story of Jackie Robinson: Bravest Man in Baseball*," by Margaret Davidson; "*Stealing Home: The Story of Jackie Robinson*" by Barry Denenberg; "*Determination: The Story of Jackie Robinson*," by Deborah Woodworth; or "*In the Year of the Boar and Jackie Robinson*" by Bette Bao Lord. After each chapter, groups should discuss what they learned and felt, as well as key vocabulary terms, and figurative or descriptive language. Students should record individual perceptions in a daily journal.

4) **Using the vocabulary terms from this lesson**, have students **write a paragraph or story** about the Negro leagues.

5) **Using the Hall of Fame's Web site, analyze primary source documents** pertaining to the Negro leagues, such as newspaper articles, cartoons, photographs, and correspondence. Identify key quotes, phrases, language, or images that consistently reflect the history of this era. Sample activity pages are available online at baseballhalloffame.org.

6) Establish the time period by having students **create a timeline** connecting historical milestones of the early 1900s through 1950, including: World War I, the gradual advent of improved transportation and communication, passage of the 19th Amendment in 1920 (giving women the right to vote), the Great Depression, World War II and Jackie Robinson's breaking baseball's color barrier.

A. Using Primary Sources: Photographs

1) Display photographs of the 1924 Washington Senators and the 1924 Kansas City Monarchs, both of which were World Champions. Ask students to **compare and contrast any visual differences between the two teams**.

2) Show a photograph of a recent World Championship team. Elicit from students the **similarities and differences between this photo and the earlier team photos**. What type of uniform differences did you see? What did the players look like? Were there any people from different nationalities on the same team? If so, who were they and where were they from?

B. American Society in the Early 20th Century

1) Introduce the concept of racial segregation, following the Civil War and its impact on American society in the early 20th century. A good story to bridge the period of baseball history between the Civil War and the early 1900s is that of Moses Fleetwood Walker who, along with his brother Welday, became the first blacks to play on a major league baseball team in 1884. Identify students by eye or hair color to simulate the experience of discrimination. Use pictorial or video examples, such as a photograph of a "colored" waiting room or a "blacks only" drinking fountain.

Exercise 8

2) Discuss the origin, culture, and lifestyle of the Negro leagues as a result of segregation and the exclusion of black ballplayers from Major League Baseball. Display a photograph of the 1935 Pittsburgh Crawfords standing beside their team bus. Show brief video documentary, "***Pride and Passion***," about life in the Negro leagues.

3) Illustrate the **geographic proximities of Negro leagues teams**, showing that most were in the North and East. Explain the transportation implications of these locales. Provide a blank map of the United States and instruct students to research various states and cities where Negro leagues teams were based. Determine appropriate mapping activities based upon grade level. Print map from Hall of Fame Web site.

4) Acquaint students with significant characters in Negro league history, such as: Satchel Paige, Josh Gibson, Effa Manley, Rube Foster, Cool Papa Bell, Buck Leonard, Branch Rickey, and Jackie Robinson. When possible, **ask students to display photographs of these individuals and provide one fact about each.**

5) Talk about the subsequent demise of the Negro leagues in the 1950s and how the integration of Baseball was the precursor of the modern-day Civil Rights movement. List Negro leaguers who followed Robinson to the major leagues and won various awards. Find photograph of Robinson with Martin Luther King Jr.

C. Conclusion

1) Summarize the influence of key figures and important milestones in the history of the Negro leagues and Major League Baseball.

2) Reference the accomplishments of past and present ethnic minority baseball players since the integration of the sport. Emphasize the instrumental role Jackie Robinson played in creating opportunities for their eventual success. Display photos of current major league stars who are of African-American, Latino or Asian descent.

V. Enrichment and Assessment Activities

A. Ask students to write a fictional newspaper account of a game involving Jackie Robinson. In the article, refer to his performance and the demeanor of the crowd. Include quotes from Robinson, his teammates and opponents.

VI. Additional Resources

A. Literature

Denenberg, Barry. *Stealing Home: The Story of Jackie Robinson*. Scholastic Books, 1997.

Golenbock, Peter. *Teammates*. Voyager/HBJ, 1990.

Lord, Bette Bao. *In the Year of the Boar and Jackie Robinson*. Harper Trophy, 1986.

National Baseball Hall of Fame and Museum. *Baseball As America*. National Geographic Books, 2002.

Riley, James A. *The Biographical Encyclopedia of the Negro Baseball Leagues*. Carroll and Graf Publishers, Inc. 1994.

Robinson, Jackie and Robinson, Sharon. *Jackie's Nine: Jackie Robinson's Values to Live By*. Scholastic Trade, 2001.

Robinson, Jackie, as told to Alfred Duckett. *I Never Had It Made*. Ecco Press, 1997.

Robinson, Rachel. *Jackie Robinson: An Intimate Portrait*. Harry N. Abrams, 1996

Exercise 8

B. Web Links

baseballhalloffame.org

Official site of the National Baseball Hall of Fame and Museum

nlbm.com

The Negro Leagues Museum

nlbpa.com

The Negro Leagues Baseball Players Association

memory.loc.gov/ammem/jrhtml/jrhome.html

The Library of Congress

looseleafbookcompany.com/archives/0112/tr2.html

Interview with Peter Golenbock, author of the book "Teammates"

wmich.edu/politics/mlk/

Civil Rights Timeline

memory.loc.gov/ammem/jrhtml/jrbib.html

Library of Congress, American Memory Collection

jackierobinson.com

Official Jackie Robinson Web Site

jackierobinson.org/aboutjackie/index.html

Jackie Robinson Foundation

teachervision.com/lesson-plans/lesson-3336.html

Other Lesson Plans Related to Jackie Robinson

Addresses the following content standards from the *Alabama Course of Study for Social Studies*:

- ▶ 5 COS 12 Identify causes of the Civil War from the northern and southern viewpoints.
- ▶ 5 COS 13 Identify social, political, and economic changes that occurred during Reconstruction.
- ▶ 7 COS 3 Describe essential characteristics of state and local governments in the United States.
- ▶ 7 COS 5, b1 Explaining rights of citizens under the Constitution.
- ▶ 7 COS 9 Identify individual and civic responsibilities of citizens of the United States.
- ▶ 7 COS 11 Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.

Exercise 8

Teacher Exercise Instructions

Movement, Music and Theatre

Dance:

Have students reconstruct an episode from the game that elicited an emotion. Divide into small groups (4-6) and have each group develop a dance sequence that tells the story through movement. Let each group present its version to the other groups. Have the observers identify the elements of time, space, energy, and beginning, middle and end. Then have the each group change a critical part of the story and see how that changes movement choices. Present to the group.

Addresses the following content standards from the *Alabama Course of Study: Dance*

- ▶ 5-COS 2 Use elements of time, space and energy to create an effect through dance.
- ▶ Level 1 - COS 3 Create a group dance using a variety of compositional forms, including a beginning, a middle and an end.

Music:

Select a piece of music with which the students are familiar. Listen to the piece twice. Have the students identify the various instruments they hear in the piece and discuss the feelings the music elicits. Have the students describe the way the music would sound if their team was **winning** 20-0. What would the characteristics of the music be (loud, soft, manic, slow, hard, soft). If they or you know music vocabulary, be sure to use or introduce it.

- **loosing** 20-0?
- **tied** bottom of the 9th?
- **up by one** bottom of the 9th?

Addresses the following content standards from the *Alabama Course of Study: Music*

- ▶ 6-8-COS 7 Describe the characteristics used by the composer in a selected musical example to create a mood or effect.
- ▶ 6-8-COS 13 Identify instruments.

Theatre:

Break into groups of 6-8. Have each group develop an improvisation based on a situation that could actually arise at a ball game. The scene could be on the field, in the stands, or in the locker room. Encourage the groups to develop characters with identifiable speech or physical characteristics and a through-story line (beginning, middle and end). Give the groups sufficient time to develop and practice their improvisations and then present to the other classmates.

Addresses the following content standards for the *Alabama Course of Study: Theatre*

- ▶ 5-COS 2 Select essential design elements to support a dramatic production: combining physical shapes, levels and facial expressions to depict emotion and mood of a character
- ▶ Level 1 - COS 1 Identify basic elements of theatrical training, including vocalization, kinesthetics, and emotional and intellectual processing.

Exercise 9

Teacher Exercise Instructions: Visual Arts

Visual Art:

1. Have students re-create the Biscuits Stadium in a pencil sketch when they return from the game. Have a picture of the stadium for them to compare with after they complete the drawing. Discuss perspective and relationship in the drawings and in the photo. How detailed were the drawings? Did the students remember and include small details—signs on the fence? Placement of bases? Scoreboard details?
2. Have the students create another mascot for the Biscuits. Lead them in brainstorming ideas: What makes a good mascot? What characteristics does the mascot need? How should it make you feel when you see it? Then have the students each draw a “new” mascot for the Biscuits or the local school team, if you prefer.

Addresses the following content standards for the *Alabama Course of Study: Visual Art*

- ▶ 6-8 COS 1 Create original works of art using observational skills.
- ▶ Level I - COS 1 Create original works of art from direct observation.
- ▶ Level I – COS 2 Create original works of art using reflective ideas, personal experiences and imaginary content.
- ▶ Level I – COS 4 Apply the elements and principals of design to the production of two and three dimensional work.

Exercise 10

Teacher Exercise Instructions: Science

Science

Baseball Activity – Thrown for a Curve

See the attached (Worksheet 1 – Exercise 11) for explanation. Activity can also be found at www.exploratorium.edu/baseball/curve.html.

Addresses the following content standards for the *Alabama Course of Study: Science*

- ▶ 8-COS 8 Identify Newton's three laws of motion.

Baseball Activity – Finding the Sweet Spot

See the attached (Worksheet 2 – Exercise 11) for explanation. Activity can also be found at www.exploratorium.edu/baseball/sweetspot.html.

Addresses the following content standards for the *Alabama Course of Study: Science*

- ▶ 8-COS 12 Classify waves as mechanical or electromagnetic. (Examples: mechanical – earthquake waves; electromagnetic – ultraviolet light waves, visible light waves)

Exercise 11

Thrown for a Curve

Every major league pitcher has a variety of pitches in his arsenal. Years of practice and trial and error go into perfecting these pitches. You may have tried to throw a curveball or a slider, or even a screwball, with an ordinary baseball and found it difficult to do. We've found that it's much easier to throw these pitches and observe the results by throwing a Styrofoam ball.

WHAT YOU NEED:

A baseball-sized Styrofoam ball

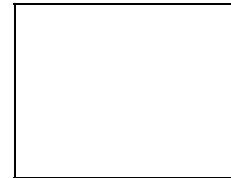
TO DO AND NOTICE:

Try to throw the various pitches below.

Fastball: Hold the ball near the ends of your fingers and throw with a normal overhand delivery. The ball should roll off your fingers with a backwards spin (it will tend to rise). Outfielders usually throw the ball this way because the rising action allows them to throw it considerably farther.



Curveball: "Choke" the ball (wedge it down between your thumb and forefinger), and cock your wrist to the left; the ball snaps down and to the right on release. The resulting pitch should drop and curve to the left. Experiment with different speeds and spins.



Screwball: Throw the ball like a curveball, but reverse the wrist action and spins. Cock the wrist initially to the right and "turn the ball over" to the left as you throw it. The ball should break down and to the right.



Slider: Throw the ball like a football pass, with the wrist cocked at a 90 degree angle. The ball should curve slightly down and to the left.
Note: The slider ball is not recommended for players under age 18 -- some coaches and trainers state 21 and over. Damage to forearm connective tissue can be serious if the pitch is thrown too often.



WHAT'S GOING ON?

The secret to understanding a curveball is the speed of the air moving past the ball's surface. As the ball spins, its top surface moves in the same direction in which the air moves. At the bottom of the ball, the ball's surface and the air move in opposite directions. So the velocity of the air relative to that of the ball's surface is larger on the bottom of the ball.

What difference does that make? The higher velocity difference puts more stress on the air flowing around the bottom of the ball. That stress makes air flowing around the ball "break away" from the ball's surface sooner. Conversely, the air at the top of the spinning ball, subject to less stress due to the lower velocity difference, can "hang onto" the ball's surface longer before breaking away.

Worksheet 1 - Exercise 11

As a result, the air flowing over the top of the ball leaves it in a direction pointed a little bit downward rather than straight back. As Newton discovered almost three hundred years ago, for every action there is an equal and opposite reaction. So, as the spinning ball throws the air down, the air pushes the ball up in response. A ball thrown with backspin will therefore get a little bit of lift.

A major league curveball can veer as much as 17 1/2 inches from a straight line by the time it crosses the plate. Over the course of a pitch, the deflection from a straight line increases with distance from the pitcher. So curveballs do most of their curving in the last quarter of their trip. Considering that it takes less time for the ball to travel those last 15 feet (about 1/6 of a second) than it takes for the batter to swing the bat (about 1/5 of a second), hitters must begin their swings before the ball has started to show much curve. No wonder curveballs are so hard to hit.

One important difference between a fastball, a curveball, a slider, and a screwball is the direction in which the ball spins. (Other important factors are the speed of the pitch and rate of spin.) Generally speaking, a ball thrown with a spin will curve in the same direction that the front of the ball (home plate side, when pitched) turns. If the ball is spinning from top to bottom (topspin), it will tend to nosedive into the dirt. If it's spinning from left to right, the pitch will break toward third base. The faster the rate of spin, the more the ball's path curves.

Finding the Sweet Spot

Using a wooden bat and hammer, you can find one of the "sweet spots" baseball bat.

WHAT YOU NEED:

- A bat
- A hammer
- A friend (optional)



TO DO AND NOTICE:

To find one of the "sweet spots" on a baseball bat, hold the bat, hanging down, loosely between your thumb and index finger, just below the knob on the bat's handle. Have a friend tap the bat gently with a hammer, starting at the fat end and moving toward the handle. (You can also do it yourself, although it's easier and more fun with a friend.) You should feel a vibration in your fingers whenever the bat is struck, except when the "node" is hit; then you'll feel nothing. You may also notice a slightly different sound when the node is struck.

WHAT'S GOING ON?

When you hit a ball just right, you've hit it on one of the three "sweet spots" of the bat. One of these sweet spots relates to vibration. Whenever an object is struck, it vibrates in response. These vibrations travel in waves up and down the length of the object. At one point, called "the node," the waves always cancel each other out. If you hit the ball on the bat's node, the vibrations from the impact will cancel out, and you won't feel any stinging or shaking in your hand. Since little of the bat's energy is lost to vibrations when this spot is hit, more can go to the ball. The node sweet spot differs from the "center of percussion" sweet spot. When a ball hits the node, you don't feel any vibration in your hand. When it hits the center of percussion, your hand doesn't feel any force pushing against it.

For the Scoop on Grand Slam School Day, Visit www.biscuitsbaseball.com

Have questions about Grand Slam School Day? All the answers you need and lots of other great information is just a click away! Check out www.biscuitsbaseball.com for all the latest info on GSSD. Click on the link called Grand Slam School Day information, located on our home page, and then the rest is up to you! Here are some elements you'll find to assist you:

For the teachers...

- ◆ **Necessary event information:** including times, dates, ticket prices, lunch info.
- ◆ **Contacts:** who to call about your trip to Riverwalk Stadium.
- ◆ **E-mail:** a chance to e-mail questions such as "Where does the bus park?"
- ◆ **Educational Materials:** the opportunity to download this educational packet that was sent to schools in an effort to bring baseball to the classroom. (Adobe Acrobat is needed to download this information, if you do not have Acrobat, you can download the program from our site.)
- ◆ **Teacher Testimonials:** take a look at what other teachers and principals have to say about Grand Slam School Day.
- ◆ **Photos:** look at the fun from other Grand Slam School Days.

For the students...

- ◆ **Who will be there:** check out which other schools will be attending GSSD the day your school is there.
- ◆ **What to bring:** helpful reminders about what not to forget
- ◆ **Other activities:** besides a baseball game, there will be other events going on you may want to tune into.
- ◆ **Jr. Press:** after the game students will write articles about what they saw and learned from talking with players. If you are not a part of Jr. Press, but would still like to submit a story, this is the place for you.
- ◆ **Photos:** look at the fun from other Grand Slam School Days.