Subject Economics

Authors

Grade Level 11, 12

Key Concepts/ Vocabulary

technology
innovation
specialization

Objectives:

Students Will...

- Learn how Louisville Slugger has used technology/innovation to maintain marketshare
- Learn how transition from generalization to specitolization to become the #1 bat manufacturer in MLB

Lesson Description

Students will fill out a KWL on what the know about Louisville Slugger / H'B

Students will tours and fill out activity during tour

Students will develop an outline for writing assessment

Materials/Resources Need

~~K~~WL
Activity Sheet

Time Required

2 class plus field trip

Process/ Procedure

Warm-Up KWL for Louisville Slugger

Find out what type of bat your favorite player or college team uses

Main Activity

Tour of factory and museum

Activity Sheet to gather notes and information

Conclusion/Cool Down

~~[illegible]~~ Three important Facts

Assessment

Writing activity to describe how one of the two objectives were accomplished

Extension

1884
start
1980 machine
Hempel Prod. Lathe
1.8 million
bats per year

Subject History of Baseball

Authors Geoff Lamb Stephanie Anderson

Grade Level high school

Key Concepts/ Vocabulary
base on balls
batting average
Black Socks 1919
steroids era 1990
Pete Rose gambling
American League
National League

Objectives:

Students Will... be able to explain the impact of baseball on society and how it changed over time

Lesson Description

Materials/Resources Need
louisville slugger museum website
posterboard
markers

Time Required
2 days

should baseball
& softball
be in the Olympics

2 time lines one baseball
one Louisville slugger by decade
post then question for each decade

Process/ Procedure

Warm-Up

Ken Burns video clip 20s

Main Activity - Create a poster/visual for gallery walk by decade
includes personalities, equipment, rules/changes, uniforms,
scandals, 1st in sports, ground breaking events
Each group creates 2 questions for the class to answer
about their visual.
Hang posters students rotate through the decade
answering the question

Conclusion/Cool Down

Assessment

Pick one topic and explain how it changes
over time.

Extension

Create a newscast or youtube video about your
decade

previous day - Should baseball / softball should be
in the Olympics? pros + cons do face off

Subject FACS & Health

Authors Traci & Josh

Grade Level 6-12

Key Concepts/ Vocabulary

Wellness
Steriods
Drug Abuse
Baseball
Areas of Wellness
Body systems

Objectives:

Students Will...

be able to describe the history of steriod use in baseball

Lesson Description

Sponge: List 5 baseball players you know.
- ~~Put a ES~~ List on board, put * by steriod users.

Create a timeline of the steriod era in baseball

Materials/Resources Need

Chart paper
Ipads/laptops/Chromebooks
markers, etc.

Time Required 2 days

Process/ Procedure

Warm-Up List all baseball names you know at table. List on board. Guess which ones were drug users. Then put * on actual drug users.

Main Activity

Each group will be given a time period. They will research how steriods became popular, what it does to the body, cost, etc.

"Gallery Walk of time periods".

Conclusion/Cool Down

Exit slip

Assessment

Cost reward of steriod use for the athlete. Was it worth it?

Extension

PSA about the dangers of steriods

Kellen + Danny

Subject Cost / Benefit Louisville Slugger

Authors Barnes / Blaser

Grade Level High School

Key Concepts/ Vocabulary

- Cost Benefits Supply Demand
  Footprint / externalities

Objectives:

Students Will... ~~Be able to explain how the making of a Bat provides~~ ~~Opportunity costs~~ Be able to ~~explain~~ ~~financial benefits~~ ~~and~~ evaluate bat production using a cost/benefit of Lou. Slugger + compare their findings to other companies

Lesson Description

2 Day length

1) Show bat to students + ask surface ??
2) ~~Explain the assignment about~~ Show quick bat production video
3) Explain that students will be researching costs of production for Louisville Slugger (resources, transportation, labor, other costs).
4) Compare those findings to ~~the~~ two other bat companies.

Materials/Resources Need

- Computer
- ~~Net~~ Net annual profit of 3 Baseball Bat Companies
- fact sheet
  Cost of 3 different types of Bat

Reporting Structure

Time Required 2 days

Process/ Procedure

Warm-Up

Main Activity

Conclusion/Cool Down

Assessment

- Presentation or 3-5 pg report

Extension

Compare the salaries of the top. Slugger players and use the inflation calc. to see what they would make today. Rank them by salary today, Then rank them by who you think is the best

10 players

different ERAS

Subject Hitting a "Home Run" with Economics

Authors Jimmie Salter + Dena Stamper

Grade Level 6

Key Concepts/ Vocabulary SS-6-6-4.2.2

Natural Resources
Human Resources
Capital Resources
Man-Made
Machine Made
Needs
Wants

Objectives:

Students Will... analyze ~~the~~ + evaluate the progression of man made vs. machine made bats in the baseball industry.

Lesson Description

Student will discuss the wood types, tools use, and technological changes that have occurred over time in the making of the Louisville Slugger.

Materials/Resources Need

Notebook, websites

Time Required

2 - 3 days

Process/ Procedure

Warm-Up List + Define Vocabulary

Activity- Place individual items in one of three catagories

Main Activity

Tour - gain evidence

Worksheet - vital information

Conclusion/Cool Down

What did you learn?

In -

Assessment

Flow Chart of Moving natural resources through the final product : bat

"Home Run"

Extension

Specialization

Ripley's

Subject Geography

Authors Mark F / Nick Brown

Grade Level 6 - 9

Key Concepts/ Vocabulary

5 Themes of Geography (location, place, region, movement, Human Environmental Interaction)

Objectives: The 5 Themes of Geography

Students Will... be able to describe how the 5 themes of geography are ~~related to~~ ~~present~~ in the production of ~~Louisv~~ the "Louisville slugger" demonstrated

Lesson Description

1. Pre trip -
   - review of 5 Themes
   - review of L.S. Museum
   - F.T. rules/procedures
2. Trip - Have groups (of 5)
   - Have sheet with 5 Themes with locations in plant/museum where examples may be found
3. Return - group poster

Materials/Resources Need

projector, computer, worksheet, poster, color pencils

Time Required 30 min overview 1 hr. upon return
1/2 day Trip

Process/ Procedure

Warm-Up

Main Activity

Conclusion/Cool Down

Assessment Produce a poster (group)(?) ~~cove~~ demonstrating One of the 5 Themes. ~~Ma~~ Present poster to class explaining their poster

Extension

Subject Math

Authors Chris Thomas + Victoria Costello

Grade Level Middle and High Schools

Key Concepts/ Vocabulary

Objectives: Gather variety of math facts/info to be applied to series of math questions/problems.

Students Will...

Go on scavenger hunt to ~~co~~ collect information related to specific questions.

Lesson Description

Materials/Resources Need

Time Required 1) Class day before tour

2) Tour day class

3) Problem-solving / create "challenge" ~~day~~ class

Class day before tour:

Process/ Procedure

Warm-Up

1) Talk about layout of tour of museum and factory 2) Give examples of questions and expectations 3) Have students create a billet and "decorate" w/ name, etc.

Main Activity

Scavenger hunt at L. Slugger

Answer 20 questions, to including info from factory tour and museum; questions provided ~~prior to~~ ~~at beg.~~ ~~prior to~~ at onset of visit.

Include five open-ended questions

Conclusion/Cool Down

Gather together and share observations ~~and~~ including overall reactions to experience.

Assessment

Students will demonstrate verbally and in written form their "understanding and computation skills via a set of prepared math problems, as well as ~~the~~ creating and solving ~~their own math "challenge"~~.

Extension

1) Students will present their ~~the~~ math "challenge" to the class

2) Students will attend a baseball game at Slugger Field

Subject Economics

Authors Ron Grant Troy Bennett

Grade Level High School

Key Concepts/ Vocabulary Scarcity, competition, monopoly, marketing, supply demand

Objectives:

Students Will... Students will understand how a business operates and demonstrate how supply and demand impacts professional baseball.

Lesson Description Students will market their brand of bat to potential clients / professional baseball players

Materials/Resources Need
- List of baseball companies
- Computer
- Baseball reference guide for professional and minor league baseball
- Videos from Slugger museum

Time Required 2-3 days

Process/ Procedure

Warm-Up [redacted]: Ask students what kinds of trees are used to make baseball bats, show images. Show video of how bats are made / types of wood

Main Activity Have poster of video demonstrating why you should use their product

Conclusion/Cool Down Have students discuss what seemed to be to most important factors when selecting a bat company

Assessment – Write short paper explaining how supply/demand impacted their decision when selecting a company.

Extension Create a new product and market it to the class.

Subject Louisville Slugger — Historical Timeline

Authors Chris, Jesse, Steve

Grade Level 8/9

Key Concepts/ Vocabulary

- Understanding timelines
- Recording important historical events
- Outlining an argument

Objectives: Create a timeline illustrating the history of LSM.

Students Will...

- research historical events (tour, online, etc.)
- Justify the importance/relevance of an event
- select 8-10 events to be included on the timeline
- Develop/create a timeline
- present (student choice) their timeline

Lesson Description

Introductory lesson (towards beginning of school year) that helps students understand the design, structure, development, limitations, and usefullness of timelines in understanding history.

Materials/Resources Need Tour of LSM, access to technology/comp. lab, related materials to their presentation, model of timeline (Churchill Downs timeline developed by teacher).

Time Required 3 days

Process/ Procedure

Warm-Up Opener question: What is the purpose of a timeline? Explain.

Main Activity

Development of historical timeline for Louisville Slugger.

Conclusion/Cool Down Students present their timelines in a manner of their choosing (student-choice; may want to pre-approve methods)

Assessment

Rubric for timeline development, presentation.

~~Gallery Walk~~

Extension

Gallery Walk (assessment tool)

Subject Economics : Middle School

Authors Andrea Hunt : Troy Isham

Grade Level 6 - 8

Key Concepts/ Vocabulary → KWL

- Entreponeurship
- Diverisify
- Specialization
- immigrate
- emigrate

Objectives:

Students Will... be able to define & provide examples of entrepeneurship. Explain the advantages of a diversified business model. Identify explain the difference between immigrate and emigrate.

Lesson Description

- Read article "Louisville Slugger" ~~article~~. cite textual evidence to support entrepeneurship.
- → Timeline of diversity in Louisville Slugger Co.
- Draw inferences
- Explain how supply & demand affected their business model.

Materials/Resources Need

Article
Internet
Timeline.

Time Required 45 - 60 minutes

Process/ Procedure

Warm-Up

Guns & Butter Trade-Off

Main Activity

Pairs

Diversification

- Nike
  - shoes
  - clothing
  - golf clubs
- Sunglasses.

Conclusion/Cool Down

Assessment

Timeline of diversification

Extension

Guns & Butter Trade-Off

Subject Sports Marketing

Authors Laquita Lee & Mark Mennen

Grade Level 10th + depending on prior knowledge

Key Concepts/ Vocabulary

4 P's of marketing (Marketing Mix)

Product
Price
Place/Distributions
Promotion

Objectives:

Students Will...

Identify the marketing mix for slugger/HB for a BAT (MLB, Minor or Softball). Describe How each P contributes to success of company the needs of an identified target market

Lesson Description

Materials/Resources Need

Internet access, tour of slugger museum

slugger museum.com

Time Required Up to two-wks including project

Process/ Procedure

Warm-Up

What do you think is involved in a MLBs decision on which brand baseball bat to use?

Main Activity

- Tour of museum (or virtual scavenger hunt)
- Review marketing terms
  - marketing mix
  - Functions of marketing (promotion, pricing, Prod/svc mgmt)

Conclusion/Cool Down

1. Present marketing mix plan to the class
2. Discuss most effective plan(s) why?

Assessment

Objective: (see Below)

Project: Choose one upcoming popular + older player design a bat for the player identify the 4P's (of Bat) use player to increase share Slugger has (40% MLB now) [10% minor league]

Extension

extend to other disciplines:
- econ > supply/demand
- math > cost

For promotion create print Ad, social media campaign, web banner and of dedicated page for player/slugger site

Create plan to help H.B. increase market share in bat sales for MLB players

Subject Economics

Authors Erin Dunlap + Autumn Hicks

Grade Level 1-3

Key Concepts/ Vocabulary

- ~~resources~~ producer.
- human resources
- capital resources
- natural resources

Objectives:

Students Will... identify natural, capital, + human resources

Lesson Description

Students will learn the natural, capital, + human resources required to make lemonade + the definition of each type of resource. The lesson will culminate with a tour of Louisville Slugger and students will be asked to ID natural, human, + capital resources used to produce Louisville Sluggers.

Materials/Resources Need

- Louisville Slugger bat
- Smart board resource sort
- video clip of batter hitting the ball.

Time Required 2 days (1-30 min lesson + Louisville factory tour)

Process/ Procedure

Warm-Up

- watch a short clip of a batter hitting the ball using a wooden bat.
- Hold up mini bat, ask "What do you think it takes to make this bat?"

Main Activity

"Imagine that you all are producers, or people who make lemonade." On white boards, have students write down the things the need to make lemonade. Compile a class list (lemons, sugar, water). Tell students these things are called natural resources because they are found in nature. Next ask students what other items they will need (cups, pitcher, spoons etc.) Tell students these are capital resources. ~~Finally~~ Define. Finally, ask who, or what type of people will make the lemonade. Tell students these are human resources.

Conclusion/Cool Down

- Smart board picture sort of ~~pr~~ natural, capital, + human resources.

Assessment

After factory (or during) tour, students ID natural, capital, + human resources used to make a Louisville Slugger.

Extension