

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 specialization to become the #1 bat manufacturer in MLB

Lesson Description

Students will fill out a KWL on what they know about Louisville Slugger / HiB

Students will tour and fill out activity during tour

Students will develop an outline for writing assessment

Materials/Resources Need

KWL
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

~~write~~ Three important facts

Assessment

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

Extension

1884
start
1930 machine
1.8 million
dollars per year
Wampel Prod. Latho

Subject History of Baseball
Authors Geoff Lomb Stephanie Anderson
Grade Level high school

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

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 them questions for each decade

Process/ Procedure

Warm-Up

Ken Burns video clip 20's

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 decoder
answering the question

Conclusion/Cool Down

Assessment

Pick one topic and explain how it changed
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
Steroids
Drug Abuse

Baseball
Areas of Wellness
Body systems

Objectives:

Students Will...

be able to describe the history of steroid use in baseball

Lesson Description

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

Create a timeline of the steroid era in baseball

Materials/Resources Need

Chart paper
Ipad/s/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 X on actual drug users.

Main Activity

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

"Gallery Walk of time periods"

Conclusion/Cool Down

Exit slip

Assessment

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

Extension

PSA about the dangers of steroids

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 ~~see~~ find 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 low. 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

Natural Resources

Human Resources

Capital Resources

man-made

machine made

Needs

Wants

SS-6-6-4.2.2

Objectives:

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

Lesson Description

Students 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 terms in one of three categories

Main Activity

Turn - 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

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: ~~will~~ The 5 Themes of Geography ~~effect~~

Students Will... be able to describe how the ~~5~~ themes of geography are ~~related to present~~ in the production of ~~Louisiana~~ 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 ~~2~~ (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)(?) ~~and~~ demonstrating one of the
5 Themes: ~~and~~ Present poster to class explaining their poster

Extension

Subject *Math*

Authors *Chris Thomas + Victoria Castello*

Grade Level *Middle and High Schools*

Key Concepts/ Vocabulary

Objectives:

Students Will...

Gather variety of math facts/info to be applied to series of math questions/problems.
Go on scavenger hunt to ~~be~~ 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 sampler 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, including info from factory, tour and museum; questions provided prior to ~~at base~~ ^{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 computational skills via a set of prepared math problems, as well as the creating and solving their own math "challenges".

Extension

- 1) Students will present their 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

~~1. Ask~~ 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 or 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 timelines

Lesson Description

Introductory lesson (towards beginning of school year) that helps students understand the design, structure, development, ^{limitations,} and usefulness 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)