

Play Ball

(formerly known as The Baseball Draft)

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Springdale School District



Lesson Description

Students in teams representing cities learn about the resources needed to form a baseball league. Then, using baseball cards, they field seven teams by trading skilled players to fill all the necessary positions. They debrief their behavior and transfer the information to the current labor market.

Grade 4

Concepts

- **Capital Resources** — Goods that have been produced and are used to produce other goods and services. They are used over and over again in the production process. Also called capital goods. Examples: tools, machines, buildings
- **Entrepreneur** — An individual who is willing to take risks in order to develop new products and start new businesses. Entrepreneurs recognize opportunities, enjoy working for themselves and accept challenges
- **Human Resources** — The quantity and quality of human effort directed toward producing goods and services. Also known as labor. Examples: people at work, teachers, bus drivers, doctors
- **Natural Resources** — Things that occur naturally in and on the earth that are used to produce goods and services. Examples: water, trees, coal.
- **Productive Resources** — The natural resources, human resources and capital resources used to make goods and services. Also known as factors of production
- **Trade** — The exchange of goods or services for other goods or services or for money

Standards

Arkansas Economics Standards

- E.5.4.2: Articulate ways entrepreneurs and businesses in Arkansas and the United States organize human, natural, and capital resources to produce goods and services D2.Eco.4, 7.3-5

Arkansas English Language Arts Standards

- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Objectives

Students will be able to

- identify the resources needed to start an entrepreneurial enterprise and give an example of each term
- solve a resource problem using trade

Time required

1-2 class periods, plus 15-20 minutes preparation time

Materials required

- Activity 1
- Set of player cards, either real cards OR made from Activity 2

12 First Baseman	44 Pitchers	20 Catchers
12 Second Baseman	36 Outfielders	
12 Third Baseman	12 Short Stops	
- 7 envelopes
- 7 copies of Visual 1 (or poster)
- Tape
- Copy paper
- Markers or crayons

Teacher Preparation

- **Prior to class**, prepare materials.
 - Make 7 copies or a poster of Visual 1.
 - Make reminder cards from Activity 1.
 - Make player cards from Activity 2, and shuffle and divide them evenly into the 7 envelopes.

Procedure

1. **In class**, explain that you have recently earned a lot of money and decided to use it to create a new professional baseball league. As owner and commissioner of the new league, you are responsible for organizing all of the resources. You have received contracts from seven cities that want teams. More than 140 professional baseball players are willing to play in the league. Time is scarce and you need help!
ASK: Who in this class is willing to help?
2. Explain that before you can organize the league you need input as to the kinds of resources needed. From the class, solicit resources that are necessary for the league to operate, such as umpires, bats, balls, gloves, bases, accountants, land, stadium, parking lot, concession stands, concession sellers, promoters, managers, coaches, lawyers, ticket sellers, etc. Be sure to include the league owner.
3. Discuss the resources and explain that any business requires natural, human, and capital resources in order to operate. A fourth resource is you, the teacher, the organizer of the enterprise, in this

case, an entrepreneur. Label each resource listed on the board as natural, human, or capital.

4. Remind the students that you have heard from over 140 professional baseball players represented by the cards in these envelopes. Give each group 20 player cards (made from Activity 2) and challenge the class to create a baseball league of seven teams, with each team containing the following:

1 first baseman	1 short stop	2 reserve players, any position
1 second baseman	5 pitchers	2 catchers
1 third baseman	4 outfielders	

Give each group a reminder card (made from Activity 1) that summarizes the make-up of each team.

5. Divide class into 7 groups. Refer to Visual 1, either displayed as a poster or passed out as individual copies to all groups. Go over the instructions. Tell the class they will have 30 minutes to complete the activity. And in order to keep the investors happy all 7 teams must be fielded.
6. As teams come to register, give them 20 of the randomly shuffled player cards in an envelope.
7. Once each team has received their envelope and had time to discover that they don't have the players needed, ask what they could do to fix the problem.
8. Keep students aware of the time remaining in the activity.

Closure

- When each group had fielded their team debrief the activity by asking:
 - When you received your players, what did you notice? What was the problem? (*Not enough of some players and too many other players with specific skills for position play*) NOTE: Players were not scarce: there were enough players; they were not distributed yet).
 - How did you choose to solve the problem? (*Trade*)
 - Did trade benefit both teams? (*Yes, it enabled both teams to obtain players with specific skills*)
 - Be sure to emphasize the connection between the problem and the choice to trade.

Assessment

Ask the students to write a paragraph describing a business they would like to start. Then instruct them to list the resources necessary to start that business and label them as human, natural, or capital resources.

Extensions (optional)

- If you used real baseball cards, discuss why the cards have value when the supply and demand of baseball cards changes and determines the value.
- Ask each team to determine the team's batting average, the pitchers' ERA, etc., to make comparisons.
- Discuss what would happen if the league allowed aluminum bats, a new kind of capital?

To Field a Team

1. Decide on a Team Name.
2. Create a Team Logo, which includes the team name to tape to the manager's shirt.
3. Choose a manager. The manager is the only one who can talk to the Baseball Commissioner. The manager must be wearing the team logo in order to be recognized by the Baseball Commissioner.
4. Send the Manager to the Baseball Commissioner to register the team.
5. Open the envelope of player cards.
6. In order to field a team in this year's league you must have:

1 First Baseman	5 Pitchers
1 Second Baseman	1 Short Stop
1 Third Baseman	2 Catchers
4 Outfielders	2 Extra Players (any position)

(See reminder card.)
7. When you can field your team, bring the player cards to the Baseball Commissioner.



1 First Baseman 1 Second Baseman 1 Third Baseman 1 Short Stop 5 Pitchers 4 Outfielders 2 Catchers 2 Extra Players	1 First Baseman 1 Second Baseman 1 Third Baseman 1 Short Stop 5 Pitchers 4 Outfielders 2 Catchers 2 Extra Players	1 First Baseman 1 Second Baseman 1 Third Baseman 1 Short Stop 5 Pitchers 4 Outfielders 2 Catchers 2 Extra Players
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First Baseman



First Baseman



First Baseman



First Baseman



First Baseman



First Baseman



First Baseman



First Baseman



First Baseman



Second Baseman



Second Baseman



Second Baseman



Second Baseman



Second Baseman



Second Baseman



Second Baseman



Second Baseman



Second Baseman



Third Baseman



Third Baseman



Third Baseman



Third Baseman



Third Baseman



Third Baseman



Third Baseman



Third Baseman



Third Baseman



First Baseman



First Baseman



First Baseman



Second Baseman



Second Baseman



Second Baseman



Third Baseman



Third Baseman



Third Baseman



Catcher



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Short Stop



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Short Stop



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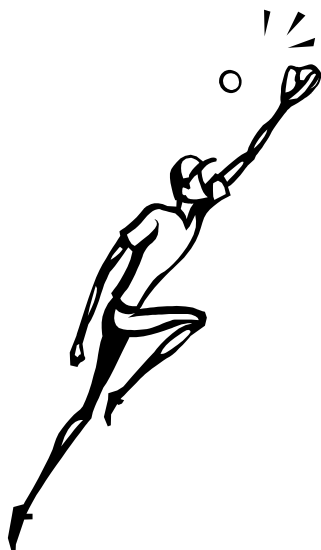


Pitcher

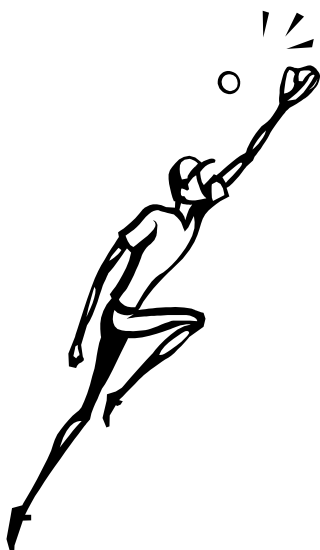


Pitcher

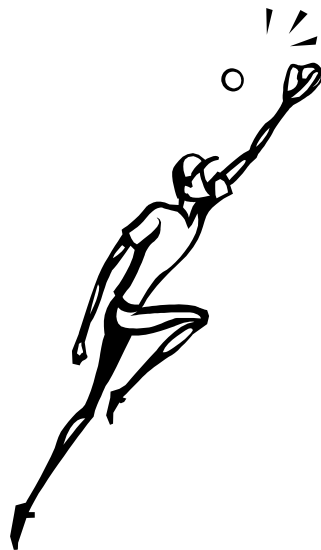
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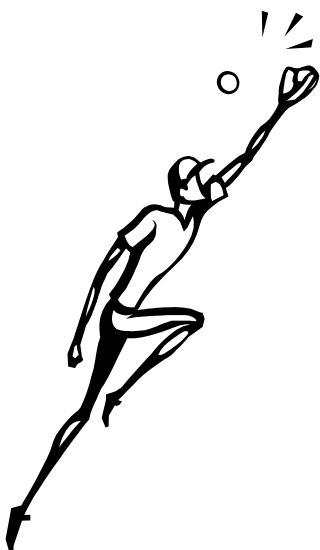
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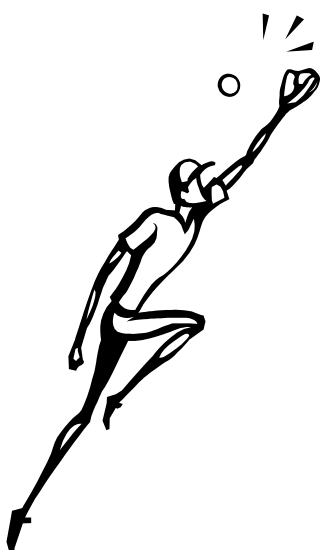
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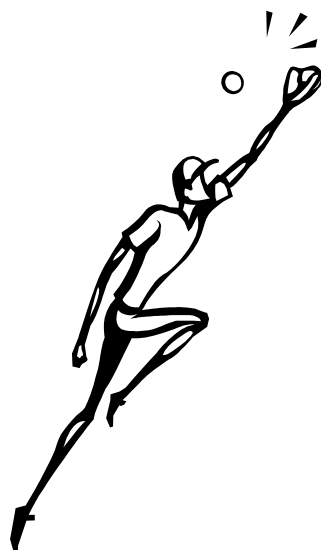
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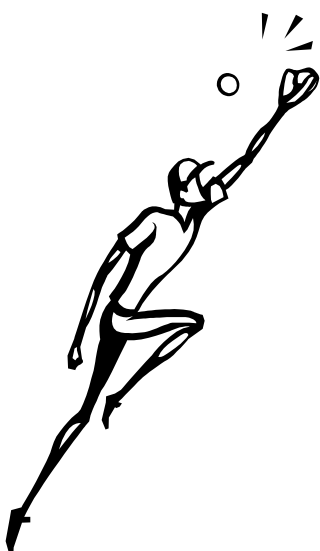
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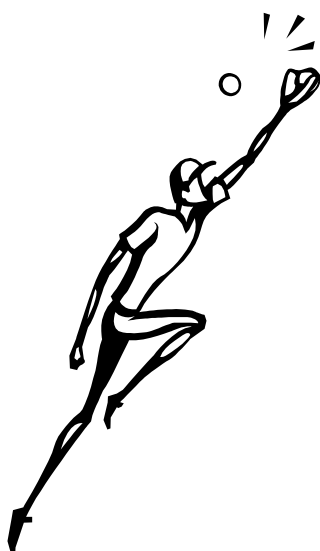
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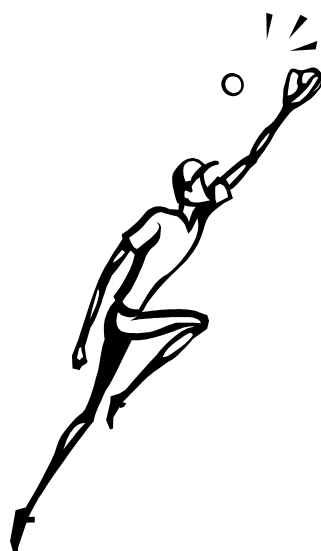
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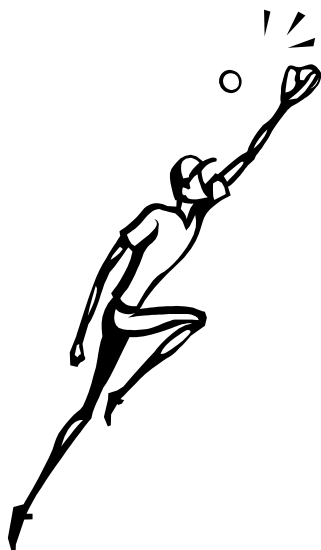
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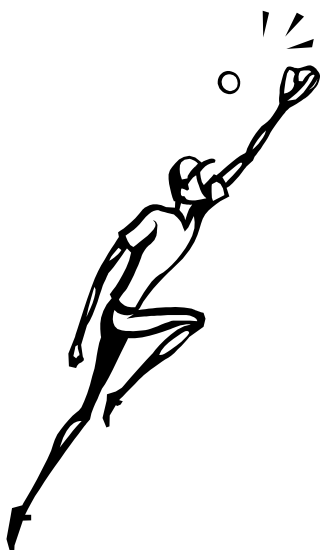
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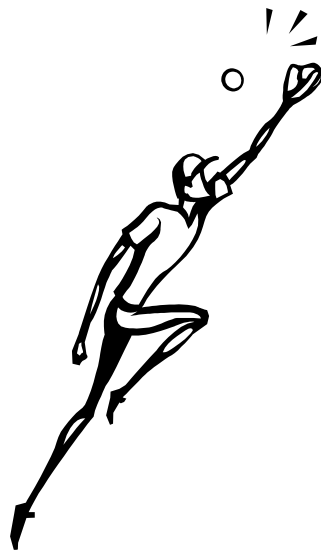
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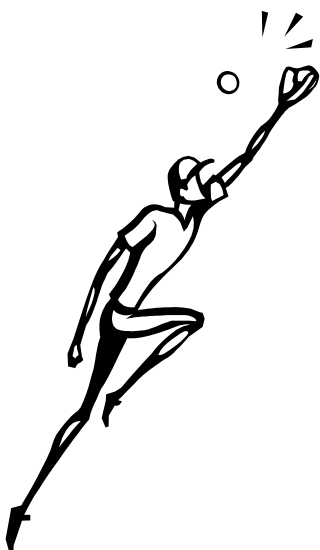
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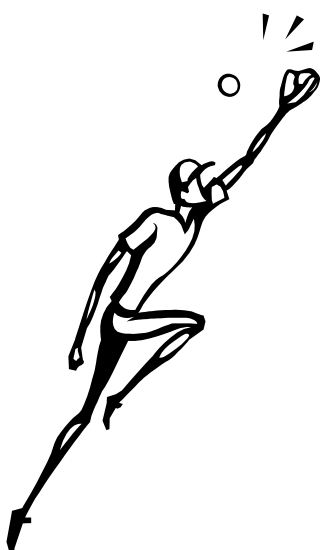
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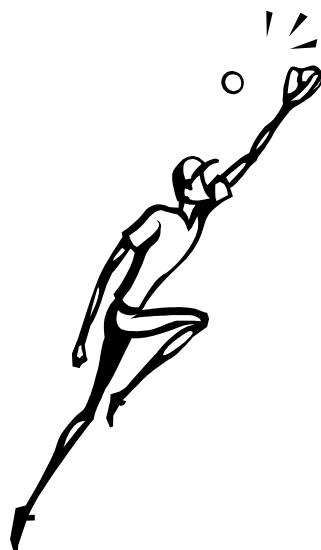
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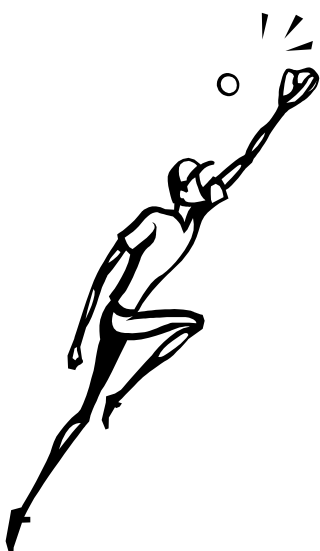
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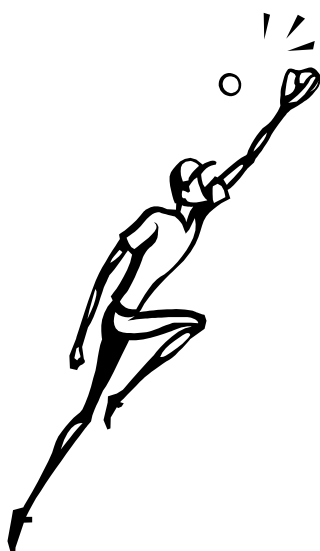
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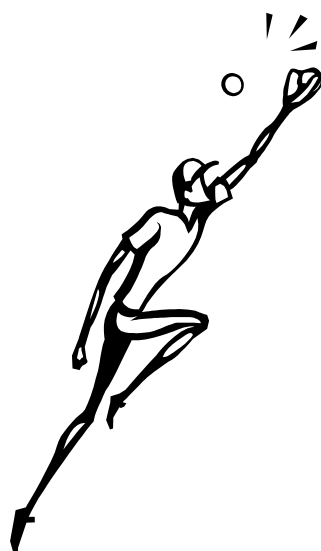
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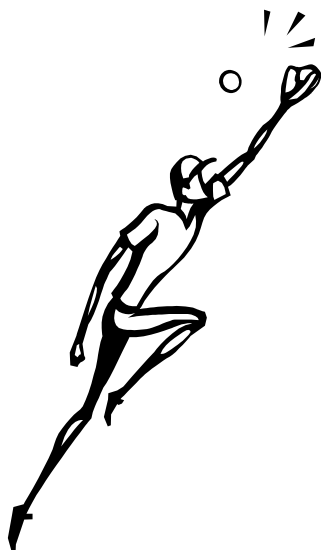
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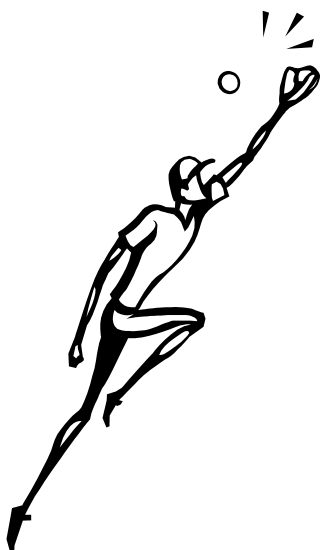
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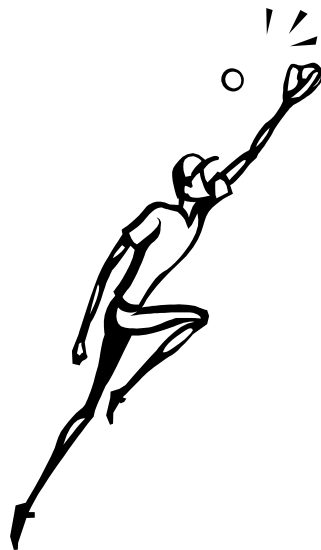
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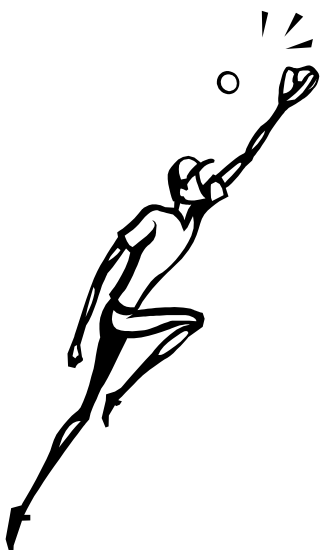
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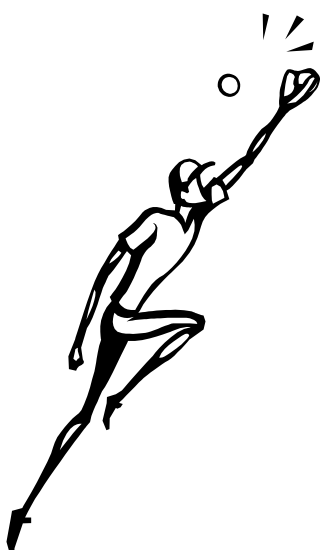
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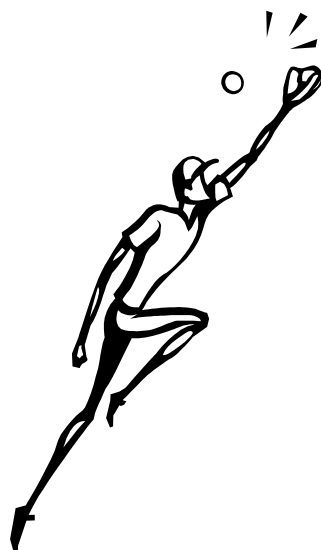
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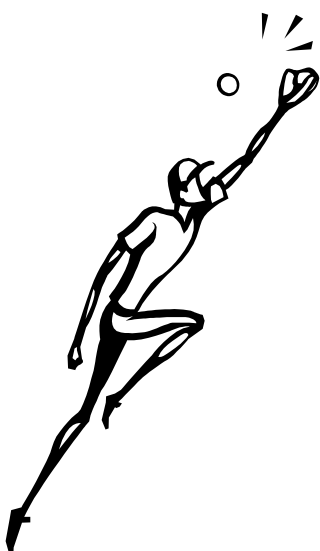
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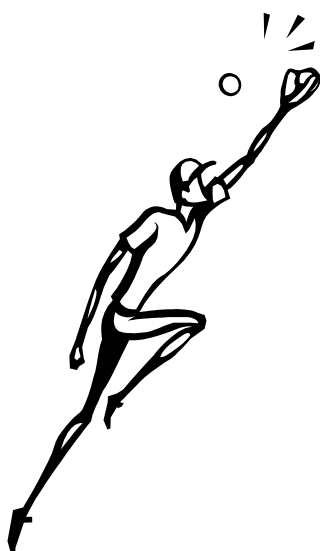
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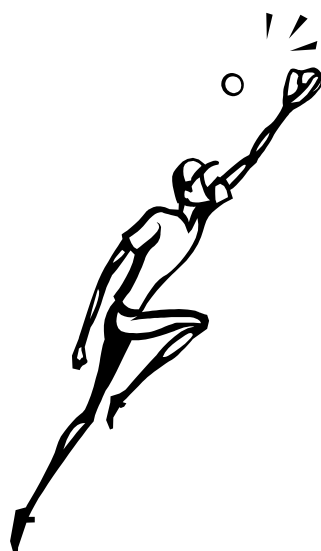
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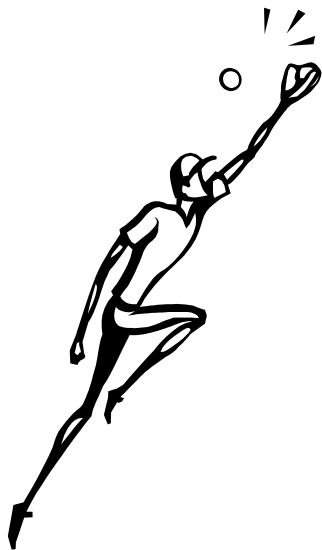
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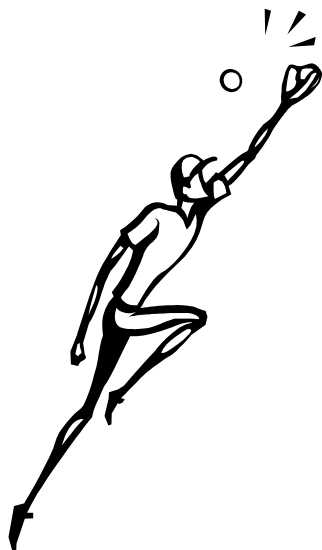
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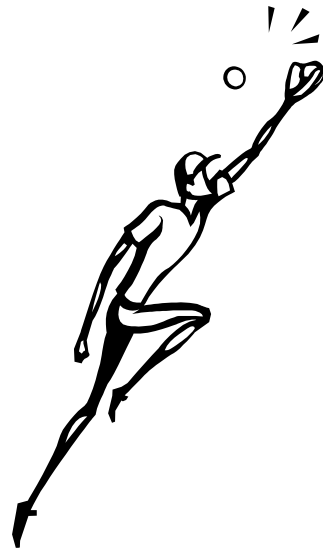
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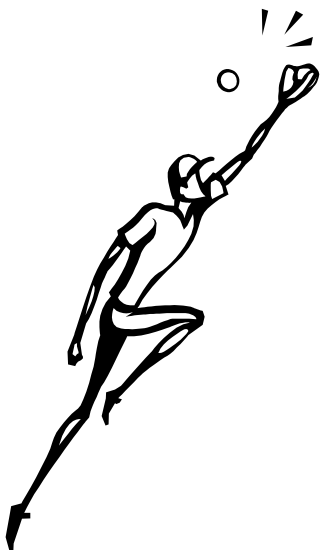
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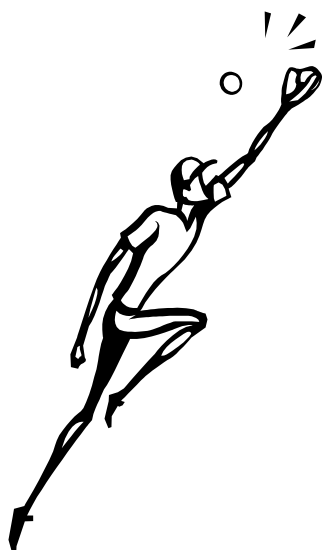
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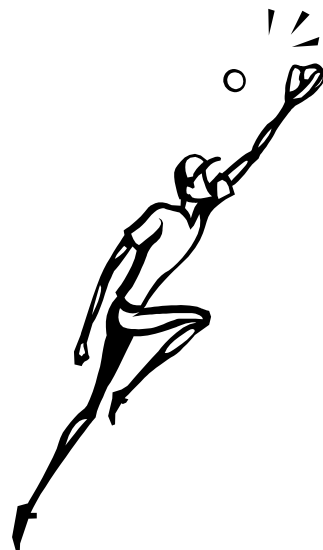
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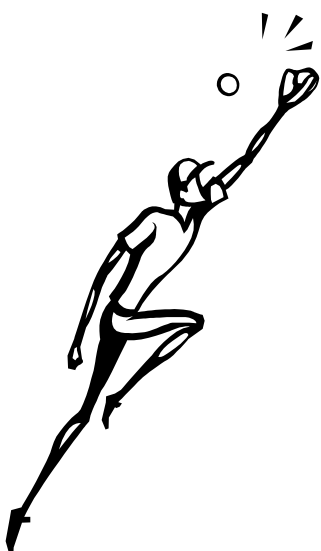
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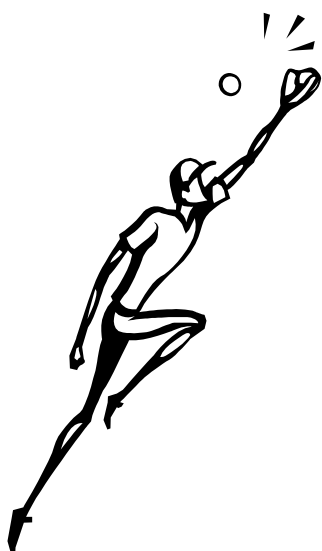
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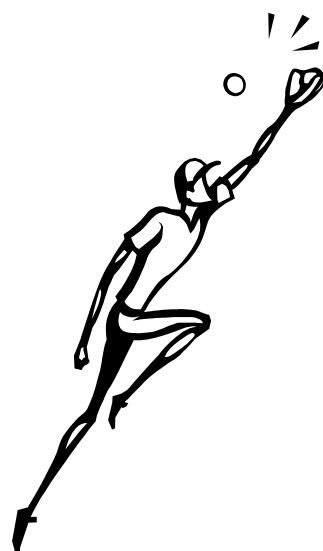
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