

Lesson: Citizenship Grades 4-6

Topic: Cultural Ideas and Influence



“A Guide for All-American Girls”

Introduction: Students will compare the manual, “A Guide for All-American Girls” for women baseball players in the 1940's to what would be expected from women today. Next, students will use their ideas to write a new “Guide for All-American Girls” manual for female baseball players in the year 2003.

Learning Outcomes:

National Outcomes:

1. Teachers can encourage learners to consider the direct and indirect connections between the assumptions, beliefs, and values of a culture and its actions, policies, and products in multiple situations. They can help them analyze the ways that a people's cultural ideas and actions influence its members.

Ohio Learning Outcomes:

1. Obtain information from a variety of primary and secondary sources using the component parts of the source.
2. Use a variety of sources to organize information and draw inferences.

Getting Started:

Materials:

- Internet access to the National Baseball Hall of Fame's Website
<http://www.baseballhalloffame.org/default.htm>
- A copy of “A Guide for All American Girls” from the National Baseball Hall of Fame website. Available at:
http://www.baseballhalloffame.org/education/primary_sources/women/document_01_c_over.htm

Vocabulary:

- Manual
- Culture

Lesson:

Orientation Activity:

1. Read to the class the forward to the “Guide for All-American Girls” manual for female baseball players.
2. Make a list of what the students think would be included in the manual.
3. Next, read the “All-American Girls Beauty Kit” section of the manual and ask students for reactions. Why do you think officials felt that women needed a beauty kit to play baseball? What were the roles of women in the 1940's? How would Lester Carmichael feel about a woman playing on his team? How would J.W. Boggs feel? Do you think the male baseball manual would have a section about beauty kits? Have your opinions changed at all on what might be included in the manual now that you have heard the first section? Do you feel that the manual needs updating? Why or why not?

Learning Activity:

1. Breaking News! The first female baseball player, Sally Jones, has just been signed to play for the Cincinnati Reds. Our job is to update the "Guide for All-American Girls" manual for Sally. The students will each take a portion of the manual and rewrite it to better reflect the American culture in the year 2003.
2. Discuss what has changed for women since the 1940's? Go to the internet and find the "Guide for All-American Girls" manual web page. Assign each group of student or individuals a different section of the manual:
 - Beauty Kit
 - Suggested Beauty Routine
 - Physical Fitness
 - Clothes
 - Etiquette
 - New InformationEach section can be broken up further into sub-topics if needed.
3. Students should type out their manuals in a Word document and save it to the same place creating one large manual.

Evaluation and Follow-Up:

Assessment Tools and Methods:

1. The new manual can be read to the class and changes should be discussed. Is the new manual reflective to the year 2003?
2. Manual rubric attached

Interdisciplinary Connections:

- Writing: Students can write manuals for other subjects or sports.
- Reading and Social Studies: Go to the National Baseball Hall of Fame website to investigate other baseball topics, such as baseball during World War II and the African American history of baseball.



“Guide for All-American Girls” Manual Rubric

Name: _____

Manual Ideas	Beginning	Secure	Outstanding
The manual reflects American culture in 2003.			
The manual makes reference to the primary source.			
The manual is organized.			
Spelling and grammar			
Other			

Comments: