

2019 Education Day Table of Contents

Thank you for participating in the 2018 Yard Goats Education Day! This packet is full of exercises designed for students to apply what they've learned in the classroom to real life situations such as baseball. Each lesson has been structured based on the Standards of Learning, however each problem was designed so teachers can add or decrease the difficulty based on how far along they are in their classes. Classes are not required to complete the packet, however the Yard Goats encourage doing so to get the full experience of our Education Day at Dunkin' Donuts Park (DDP).

Baseball in Education Problems and Exercises

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Grade Level K-2

Social Studies

Standard 1 – Location of Teams (K.3-K.5)

To better acquaint students with cities and states, students will research the cities and states where the Hartford Yard Goats play throughout the season. Students will use map skills to describe locations of places on a map, and compare features of his/her local community with that of other communities. Students would be advised to use a map of the United States with mileage scales, a variety of resources including internet sites, books, and other maps. Before the game or after the game, students should work in teams to research a city or state of one of the Hartford Yard Goats' opponents. At least one group of students should choose the team that the Yard Goats will face on the School Day they attend.

Some areas of research could include:

- The capital of the state, population of the city and state
- The other professional sports teams from the same state
- Historical facts of interest

Mathematics

Standard 1 – Problem Solving (1.8-1.9)

Students have the opportunity to play with variations of numbers as organized on a baseball stadium scoreboard. Students will use a variety of tactics to predict, estimate and compute using the scores earned by teams during a baseball game with the use of student-made scoreboard. The teacher should make a 2x9 matrix to represent a scoreboard, placing the opponent's team name and the Yard Goats name in front of the rows of nine. Include columns for runs, hits, and errors with a 2x12 matrix. Students can then predict the score for each team per inning and then compute their prediction for the final score. Use blank scoreboards to create all the ways that a team can score 15 runs in 9 innings, all the ways a team can go ahead of a team up by 5 in the 8th inning, or all the ways a team can score x number of runs in x number of innings. Compare the predictions made to the actual score of the game you attend. Students can analyze their predictions by team and by inning. How close were your predictions? Which inning came closest to the predicted score?

Questions to ask your students when compiling the scoreboard:

- 1) How many runs would the Yard Goats need to score in an inning to make the predicted total for that inning?
- 2) How many runs will the Yard Goats (or the opponent) need to score the remainder of the game to equal the total predicted score for that team?

English

Standard 1 – Listening and Speaking: Skills, Strategies, and Applications

(K.1 Music, 1.8, 2.11)

Before the game, teach the students the song “Take Me Out to the Ball Game.” (If you can find the book with same name use that to help). Have the students work in teams of 3 or 4 to composite new words to the song, celebrating or describing another part of the game or general baseball experience (the food, the pitcher, the stadium, the fans, etc.). To follow-up, have the groups share with the entire class. While at the game, listen to the sounds and music played throughout. Pay special attention when the “Take Me Out to the Ball Game” song is played and sing along. After the game, write songs that may be sung to the tune of “Take Me Out to the Ball Game” that are about other topics (for example, “Let Us Play Out at Recess,” “School Lunches Aren’t Tasty,” or “A Liquid is Not a Solid.”)

Science

(K.2, 1.1, 2.1)

The object of this lesson is to allow students the opportunity to observe the baseball game using all five senses (sight, smell, taste, touch, and hearing), as well as create and use categories to organize a set of objects, organisms and phenomena. Students will select instruments to make observations and organize observations of an event, object or organism. The student will describe what they observe using all five senses. Discuss how we take in information using all five senses and use that information to understand the world. Begin by creating a list of words that describes a day at school, classifying each one as data gained from looking, smelling, tasting, hearing, or touching. You may even have the children try this while blindfolded. Record the information. While at the Yard Goats game allow students to explore with their senses. For example during loud fan noise, use fingers to quickly plug and unplug ears to make the sound come and go. Try tasting the ballpark food while holding one’s nose plugged. Does it taste the same? Make a point to thoughtfully touch objects usually taken for granted: the seats, a ticket, a hot dog bun, the railings, cotton candy, etc. Have students play “The Alphabet Game,” attempting to identify each of the senses for every letter of the alphabet. Incorporate a game of “I Spy _____,” “I Smell_____,” “I Feel _____,” etc., and use adjectives and adverbs until other students are able to guess the particular sensation. After the game, have the students work in teams to make games, posters, books, or anything to showcase the sensory experiences of the baseball game. For instance, a “Smellers” team could choose to make smell boxes of game day smells (the leather mitt, the wood of the bat, the sweat of the players, etc). A “Touchers” team could choose to approximate some of the textures of game day with classroom items, and classify the items touched at the game as rough, smooth, cool, warm, soft, etc. on a poster chart. Also, make charts to say what they saw, tasted, heard, smelled, and touched. From the list the students may illustrate a page which can be combined to form a book.

Grade Level 3-5

History

Standard 1 – Civics and Government (3.10)

Explain the consequences of violating laws, and identify the duties and selection process for local officials who make, apply, and enforce laws through governments. In addition, explain why people need government by considering what life would be like in the absence of government.

Discuss the umpire's role in a baseball game. Compare and contrast a job of an umpire with that of a police officer. In addition, compare the absence of government with the idea of an absence of umpires in a baseball game.

Standard 2 – Economics (CE.13)

Give examples of goods and services provided by local government.

Give examples of goods and services offered by a ballpark.

Mathematics

Standard 1 – Problem Solving (3.4)

Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

You are at a Hartford Yard Goats game with your Dad and two of your friends. The Yard Goats score 6 runs in the 7th inning and 3 more in the 8th inning. The opposing team scores 3 runs in the 3rd inning and 5 runs in the 5th inning. Which team is leading after the 7th inning? If no other runs are scored who wins the game?

Standard 2 – Computation (3.10)

Represent as multiplication any situation that involves using a repeated addition.

There are 28 players on the Hartford Yard Goats roster, and each player autographs 3 baseballs to give to charity. How many total autographed baseballs do the Yard Goats have available to donate to various charities?

English

Standard 1 – Listening and Speaking: Skills, Strategies, and Applications (3.2)

Organize ideas chronologically (in the order that they happened) or around major points of information.

Organize the events of your visit to Dunkin' Donuts Park with your class in chronological order, beginning when you arrive at school in the morning and ending when you leave school at the end of the day.

Standard 2 – Reading Comprehension (4.5)

Distinguish between cause and effect and between fact and opinion in informational text.

Using the local paper, select an article about a Yard Goats game and distinguish between the facts of the game and the opinions of the author, coaches, players, etc. mentioned in the article.

Computer Technology

Standard 1 – Basic Operations and Concepts (3.51)

Demonstrate knowledge of the nature and operation of technology systems.

Discuss the common uses of computers and technology in baseball, such as television and internet.

Standard 2 – Technology Research Tools (5.6)

Use technology to locate, evaluate, and collect information from a variety of sources.

Have students access the Colorado Rockies website and collect information on 5 players. Have students access MLB.com and search for their players and see if the information matches what they found on the Rockies' website.

Grade Level 6-8

Social Studies

Standard 1– History (US.1)

Analyze the cause-and-effect relationship, keeping in mind multiple-causation; including the importance of individuals, ideas, human interests, beliefs, and chance in history.

Baseball is considered America's favorite pastime. Research Connecticut's historical events, times, beliefs and individuals that have played a major role in the game of baseball today. Provide specific examples.

Mathematics

Standard 1 – Computation (7.6)

Understand proportions and use them to solve problems.

Drew Weeks is the current Eastern League leader in stolen bases (SB) and was caught stealing (CS) 4 times in 24 attempts. Use a proportion to show how many times you would be caught stealing in 56 attempts, in 130 attempts.

Standard 2 – Measurement (8.3)

Add, subtract, multiply and divide with money in decimal notation.

While at Dunkin' Donuts Park with your mom and dad, you are going to purchase dinner. You purchase three Hamburger Meals for \$8.50 each. Your dad would like an Ice Cream Cone for \$3.50, your mom would like water for \$2.25, and she would also like to share a Cup of Dippin' Dots with you for \$4.00. What is the total price of the bill? How much is each person's total meal?

English

Standard 1 – Writing (7.9)

Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.

Write 10 interesting sentences that describe your experience at Dunkin' Donuts Park on Baseball in Education Day. Exchange papers with a partner and label the parts of speech and types of structure in their sentences. In addition, offer suggestions as to how your partner can improve their sentences.

Standard 2 – Reading (8.5)

Contrast points of view – such as first person, third person, limited and omniscient, and subjective and objective – in narrative text and explain how they affect the overall theme of the work.

After reading the poem Casey at the Bat (appendix A), discuss the point of view the writer has chosen to tell the story and how this point of view affects the impact of the poem on the reader. Discuss how the theme of the poem would be changed if told in the first person, from the perspective of Casey, the fans, the pitcher, or the umpire.

Science

Standard 1 – Knowledge and Skills (6.5)

The student will demonstrate injury prevention to promote personal and family health.

Discuss the safety steps taken by baseball players both before and during a game. Also discuss the safety precautions the fans experience while attending a game.

Standard 2 – Scientific Thinking (ES.3)

Estimate distance in travel times from maps and the actual size of objects from scale drawings.

Using a map of the United States, estimate the distance (in miles) from each of the Eastern League cities to the city of the teams Major League affiliate. Refer to Appendix B, for a list of EL teams and their Major League affiliate. Which EL teams are closest to and farthest away from their Major League affiliate?

Home Run Derby Curriculum

Grades 5-7

Objective:

To provide students with a hands-on mathematical experience comparing data from trial (experimental) results with actual (theoretical) data.

Materials Needed: (per student)

- o Baseball Card: Student's player of choice (Examples: David Ortiz, Aaron Judge, Bryce Harper, Mike Trout, Jose Altuve)
- o 5 x 7 card stock for Fantasy Baseball Wheel Card
- o Player Analysis Chart
- o Calculator
- o Protractor
- o Compass
- o Transparent Spinner
- o Scratch paper
- o Colored pencils (optional)

Materials Needed: (Instructor – in addition to the above items)

- o Baseball Formula Page (p. 12)
- o How to Fill Out a Player Analysis Chart (p. 13-14)
- o How to Make a Player Wheel (p.18)
- o Large chart paper & markers OR overhead & transparencies
- o Extra Player Analysis Charts (p. 15-17)

Step 1 – Completing the Player Analysis Chart

- o Distribute baseball cards to students, based on player of choice
- o Briefly review information on backs of cards
- o Lead students through the process of collecting the top row of data. Most stats can be taken directly from the card. Use the formulas from page 8 to complete PA, 1B, Other Outs, FO, and GO.
- o Direct students to record each statistic as a ratio (Statistic/PA). Complete accuracy check- should equal 569/569.
- o Lead students through process for:
 - 1) Converting ratios to decimals (round to 4 places)
 - 2) Finding the Degrees - Multiply decimal equivalent by 360 and round to nearest whole number
 - 3) Percentage – Round decimal equivalent to two digits and move decimal two spaces to the right
- ** DO 1B and 2B together – students to finish on their own. Have students complete accuracy checks
- o If done accurately as stated above, accuracy checks should yield the following results: Ratio = 526/526, Decimal Equivalent = 1, Percentage = 100%, Degrees = 360. Ask students if they think the

accuracy check will always yield these results. (ANSWER: No, because of rounding, results maybe slightly different)

Step 2 – Graphing the Player Wheel

- o Using the Player Wheel, fill in the Name, Position & Year: Fill in the first (stats) and last (degrees) rows of the chart at the bottom of the card. Have students follow your lead on their own blank Player Wheel Card.
- o Demonstrate how to graph the first two sectors (1B & 2B) of the wheel. Have students do these as well. Be sure to label each sector with the appropriate statistical abbreviation. Students should then finish graphing their own wheels
- o Students can shade in sectors of the wheel with colored pencils (optional)

Step 3 – Home Run Derby (50 spins)

- o Students to work in pairs – will be conducting 50 random spins using the Player Wheel each created. Each spin must make at least 3 revolutions. Liners are “foul balls” and are to be spun over
- o On their own: On a sheet of scratch paper have students record their prediction for the number of Home Runs they will generate in their 50 spins and total number they think will be generated by the whole group. Students should also include a short explanation (1-2 sentences) explaining the reasoning behind their predictions.
- o 50 spins – partners tally HR vs. Other Outcomes
- o Record individual results on overhead transparency or large chart paper
- o Total the results – have students compare their predictions with the experimental data. Was anyone right on??

Step 4 – Processing the Data/Making Probability Connections

- o Record total results as HR/PA (spins)
- o Have students convert this ratio to a decimal (4 places) and compare with the Decimal Equivalent on the Player Analysis Chart (.0685) – Are they close?
- o Have students multiply this decimal times 360 and round to the nearest whole number to find degrees. Again, compare to the chart.
- o Explain to students that with the more data generated (assuming random spins), the numbers from the experiment (experimental or empirical data) should come closer to the actual (theoretical)

If time allows, repeat the experiment – compare then combine the sets. What are the results?

Closing

- o Present student(s) with the most HR out of 50 spins a small prize.

Baseball Card Glossary

YR - the year the player played for given team.

AVG - this number represents the player's batting average. This average is the decimal equivalent of the ratio of hits to official at bats.

AB - this represents the number of official at bats the player had during the season. Official at bats do not include walks (BB), sacrifice hits (sacrifice bunts, sacrifice flies), or being hit by a pitch (HBP).

NOTE: In order to use a baseball card in Fantasy Baseball, the player must have at least 200 at bats in one season.

H - the number of hits a player got during the season. This number represents the sum total of singles, doubles, triples, and home runs the player accumulated during the season.

2B - the number of doubles or times the player reached second base safely due to a hit.

3B - the number of triples or times the player reached third base safely due to a hit.

HR - the number of home runs the player hit during the season.

RBI - the number of runs batted in that the player was credited with during the season. This means that other players scored runs due to the player's hitting performance.

SB - the number of stolen bases the player had during the season.

SO - the number of strikeouts the player had during the season.

BB - the number of bases on balls (walks) the player had during the season.

R - the number of runs scored by the player during the season

G - the total number of games the player participated in during the year.

TEAM - the team played for during the year.

Baseball Card Formulas

The following formulas are needed to create a Fantasy Baseball Team.

Batting Average (AVG.)

$$\frac{H}{AB + BB} = \text{. . . .} \text{ (round to 3 decimal places)}$$

Plate Appearances (PA)

$$AB + BB = \text{_____}$$

On-Base Percentage (OB %)

$$\frac{H + BB}{PA} = \text{. . . .} \text{ (round to 3 decimal places)}$$

Home Run Ratio (HR; PA)

$$\frac{HR}{HR + 1} = x = \text{_____}$$

(round to nearest whole number)

Strikeout Ratio (SO; PA)

$$\frac{SO}{SO + 1} = x = \text{_____}$$

(round to nearest whole number)

Total Bases (TB)

$$H + 2B + 2(3B) + 3(HR) = \text{_____}$$

Slugging Average (SLG.)

$$\frac{TB}{AB} = \text{. . . .} \text{ (round to 3 decimal places)}$$

Singles (1B) (used on Player Analysis Chart)

$$H - 2B - 3B - HR = \text{_____}$$

Other Outs (used on Player Analysis Chart)

$$AB - H - SO = \text{_____}$$

Fly Outs

(If Other Outs is an odd number, increase FO by 1)

$$FO = \frac{\text{other outs}}{2} = \text{_____}$$

Ground Outs

(If Other Outs is an odd number, just increase GO by 1)

$$GO = \frac{\text{other outs}}{2} = \text{_____}$$

Batting Average (AVG.)

$$\frac{121}{400} = .3205 = .303$$

Plate Appearances (PA)

$$400 + 51 = 451$$

On-Base Percentage (OB%)

$$\frac{121 + 51}{451} = \frac{172}{451} = .3813 = .381$$

Home Run Ratio (HR; PA)

$$\frac{10}{451 + 10} = \frac{1}{45} = 1 : 45$$

Strikeout Ratio (SO; PA)

$$\frac{58}{451 + 58} = \frac{1}{7.7} = 1 : 8$$

Total Bases (TB)

$$121 + 19 + 2(1) + 3(10) = 172$$

Slugging Average (SLG.)

$$\frac{172}{400} = .4300 = .430$$

Singles (1B) (used on Player Analysis Chart)

$$121 - 19 - 1 - 10 = 91$$

Other Outs (used on Player Analysis Chart)

$$400 - 121 - 58 = 221$$

Fly Outs

(If Other Outs is an odd number, increase FO by 1)

$$FO = \frac{221}{2} = 111$$

Ground Outs

(If Other Outs is an odd number, just increase GO by 1)

$$GO = \frac{221}{2} = 111$$

Stadium Consultants **Curriculum**

Grades: 6-8

Subject: Mathematics

Objectives:

Students will analyze basic conditions for operating Major League Baseball stadiums, identify how different situations effect the economics of operation; compare the costs of tickets, the number of tickets sold, and other data to make evaluations for taking action in the future.

Class Time:

Two or more 50-minute periods (one for generating and collecting present day data; the other for collecting and comparing past data)

Resource Needed:

To complete this curriculum all procedures can be found on:
<http://www.pbs.org/kenburns/baseball/teachers>

All lessons can be printed for free as a resource to teachers.

Stadium Consultant Chart (provided on next page)

Internet access to ESPN Sports:
<http://sports.espn.go.com/mlb/teams>

Extended activities:
<http://www.pbs.org/wgbh/buildingbig/dome/challenge/>

Background Information:

The class becomes a business partnership of Stadium Consultants. Each student consultant has been called in to analyze the attendance and ticket prices of one Major League Baseball stadium, and will make recommendations as to how much more or less tickets will have to cost next year or if more or less money should be spent on player salaries or if there is enough money to build a dome over the stadium for rainy day play, and other creative options to present to the owners.

STADIUM CONSULTANTS CHART

Name of Consultant _____

Date of Consultation _____

Names of Stadium and Team _____

Median Ticket Cost _____

2017 Annual Attendance _____

Total 2017 Annual Ticket Income _____
(Median Ticket Cost x 2017 Attendance)

Total 2016 Annual Attendance _____

Total 2016 Annual Ticket Income _____
(Median Ticket Cost x 2016 Attendance)

Increase or Decrease in Ticket Income _____
(Total 2017 Annual Ticket Income – Total 2016 Annual Ticket Income)

Projected 2018 Ticketing Amounts _____
(Increase or Decrease in Ticket Income / Annual Attendance to be Added or
Subtracted to the 2016 Ticketing Amounts)

Shadow Ball Curriculum

Grade: 6-8

Objectives:

Students will learn basic terms and rules for playing baseball; identify how different players interact on offense and defense; analyze the times, distances, and speeds for running, throwing, and hitting; and actively play out the complex interactions of players in a simulated game.

Class Time:

Two or more 50-minute periods (one for generating and collecting data; one for playing the game of Shadow Ball; one or more for each Extension activity)

Resources Needed:

- <http://www.pbs.org/kenburns/baseball/teachers>
Teachers need to download the procedures from this site
- Running, Throwing, and Hitting Charts (provided on the next 2 pages)
- Dice or a Spinner

Background Information:

Shadow Ball is pantomiming the game of baseball – going through well-timed and believable motions that give the illusion of actually playing a game.

Chart: Running Times

Time to Run from Home Plate to First Base _____
Time to Run from Home Plate to Second Base _____
Time to Run from Home Plate to Third Base _____
Time to Run from Home Plate to Home Plate _____
Time to Run from First Base to Second Base _____
Time to Run from First Base to Third Base _____
Time to Run from First Base to Home Plate _____
Time to Run from Second Base to Third Base _____
Time to Run from Second Base to Home Plate _____
Time to Run from Third Base to Home Plate _____

Chart: Hitting Times

Time until a Bunt stops rolling _____
Time until a Ground Ball gets to the Infielders _____
Time until a Ground Ball gets to the Outfielders _____
Time until a Line Drive Ball gets to the Infielders _____
Time until a Line Drive Ball gets to the Outfielders _____
Time until a Pop Fly Ball gets to the Infielders _____
Time until a Pop Fly Ball gets to the Outfielders _____

Chart: Throwing Times

Time to Throw from Home Plate to First Base _____
Time to Throw from Home Plate to Second Base _____
Time to Throw from Home Plate to Third Base _____
Time to Throw from Home Plate to the Pitcher _____
Time to Throw from First Base to First Base _____
Time to Throw from First Base to Second Base _____
Time to Throw from First Base to Third Base _____
Time to Throw from First Base to the Pitcher _____
Time to Throw from Second Base to First Base _____
Time to Throw from Second Base to Second Base _____
Time to Throw from Second Base to Third Base _____
Time to Throw from Second Base to the Pitcher _____
Time to Throw from Third Base to First Base _____
Time to Throw from Third Base to Second Base _____
Time to Throw from Third Base to Third Base _____
Time to Throw from Third Base to the Pitcher _____
Time to Throw from Left Field to First Base _____
Time to Throw from Left Field to Second Base _____
Time to Throw from Left Field to Third Base _____
Time to Throw from Left Field to the Pitcher _____
Time to Throw from Left Field to Home Plate _____
Time to Throw from Left Field to the Cutoff _____
Time to Throw from Center Field to First Base _____
Time to Throw from Center Field to Second Base _____
Time to Throw from Center Field to Third Base _____
Time to Throw from Center Field to the Pitcher _____
Time to Throw from Center Field to Home Plate _____
Time to Throw from Center Field to the Cutoff _____
Time to Throw from Right Field to First Base _____
Time to Throw from Right Field to Second Base _____
Time to Throw from Right Field to Third Base _____
Time to Throw from Right Field to the Pitcher _____
Time to Throw from Right Field to Home Plate _____
Time to Throw from Right Field to the Cutoff _____

Spelling Words

Grades 2-5

record	fans	American
save	mascot	National
roster	infielder	stadium
anthem	photographer	base
pitch	player	bunt
memories	opponent	ball
slide	pitcher	walk
pastime	bat boy	safe
average	all-star	ballpark
run	coach	tickets
career	trainer	championship
season	visitors	World Series
shutout	outfielder	homerun
prospect	batter	triple
win	team	double
lose	crowd	single
strike-out	umpire	highlights
position	announcer	history
steal	manager	streak
outs	reporter	bench
sweep	catcher	attendance
balk	starter	victory
strike	league	game
statistics		

Bernoulli's Principle **Curriculum**

Grades: 4–8

Subject: Science (Physics)

Objectives:

Students will observe physics in action through the sport of Baseball.

Class Time:

Time taken, for the Bernoulli's Principle Curriculum, will be the teacher's discretion.

Resources Needed:

2 Tennis or Ping-Pong Balls

String (scissors)

Masking Tape

All Material for this activity came from:

<http://www.pbs.org>

In the classroom

Science of Sports: Better Baseball

Background Information:

Question: Would knowing the science behind a sport help a person become a better athlete? Why or why not?

What makes a curve ball curve? The stitches on a ball actually make it curve. The pitcher's fingers hold the ball along a seam, so when the ball is thrown with a snapping motion, it has topspin. Friction provided by the stitches causes a thin layer of air to move around the spinning ball in such a way that air pressure on top of the ball is greater than on the bottom, causing the ball to curve downward – and the batter to miscalculate the position of the ball. The curve ball phenomenon occurs partly because of the relationship between the pressure of a fluid and its velocity. Does this principle sound familiar? It was determined by 18th-century Swiss Scientist and mathematician Daniel Bernoulli and is known as the Bernoulli principle.²⁵

According to this theory, the faster a fluid moves, the less pressure it exerts. Where do we usually see an application of Bernoulli's principle? (Flight aerodynamics)

How does the Bernoulli principle apply to baseball? A spinning baseball has more air turbulence on top of the ball, producing slower air speed over the ball. Meanwhile, air moving under the ball accelerates and moves faster, producing less pressure on the bottom of the ball. The ball moves downward faster than would normally be expected.

Activity:

1. Attach one end of a string to a tennis or ping-pong ball with the masking tape.
2. Do the same to the other string and ball.
3. Hang the balls from a horizontal bar or a dowel rod. Place the balls at the same level and about 3 cm apart.
4. Put your mouth between the two balls about 2 or 3 inches from them.
5. What do you think will happen to the balls when you blow a steady stream of air between them?
6. Try it!
7. What did you observe?
8. Attempt to explain your observation.

Hartford Yard Goats – Education Day 2018

Marketing at The Ballpark

Activity One: Corporate Sales and Sponsorship Activation

Before the Game: As a class, discuss and create a list of marketing objectives and possible target audiences for the Hartford Yard Goats organization. After reviewing your list as a class, divide students into small groups. Each group should brainstorm a list of local and national companies that might target similar audiences and have comparable marketing objectives. Do you think any or all of these companies would be interested in talking to the Yard Goats about sponsorship opportunities? Are some companies more likely to be interested? Why?

During the Game: While attending Education Day at Dunkin' Donuts Park, groups should make note of the various companies that have partnered with the Yard Goats as sponsors. Pay attention to signage, public address announcements, video board graphics, and on-field contests and promotions. Each group may either be assigned a specific area (i.e., outfield signage) and present their findings to the rest of the class, or each group can be responsible for all areas.

After the Game: Discuss with the members of your group the lists of sponsors that you compiled while at Dunkin' Donuts Park. Why do you think these companies choose to partner with the Yard Goats? Were there any sponsors of the Yard Goats with whom you are unfamiliar? Are most of the sponsors based local or national brands? Based on your research before the game, were there companies that you thought should be sponsors of the Yard Goats and were not? Did any sponsors use multiple platforms to advertise at the ballpark? What types of businesses used each type of sponsorship opportunity?

Activity Two: Promotional Marketing

Before the Game: Using a copy of the Hartford Yard Goats season-long nightly promotion schedule and themed game schedule, each student should choose one day of the week and develop ideas as to how to enhance the fans' experience and improve attendance on that day (a reoccurring nightly promotion or specific theme night). Before the activity, establish budgets and parameters concerning discounting and/or giving away inventory (tickets, concessions, souvenirs, etc.) that students need to consider when brainstorming.

During the Game: While attending Education Day at Dunkin' Donuts Park, focus on the various on-field promotions and in-game contests that take place in-between innings. Think about a new between inning promotions the Yard Goats could implement on a reoccurring basis, one day a week (i.e. every Tuesday). How do you think this will help build excitement for that day of the week? In what ways will this enhance that day of the week, and, therefore, build attendance?

After the Game: Using your ideas for your pre-game research, create a mini-marketing plan describing your ideas in detail. Describe how you intend to get the word out about

the new promotions, so fans will want to attend that game at Dunkin' Donuts Park. Be prepared to answer questions about your plan and support your ideas with reasons that will convince others that your ideas should be implemented.

Casey at the Bat

Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play,
And then when Cooney died at first, and Barrows did the same,
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to the hope which springs eternal in the human breast;
They thought, "If only Casey could but get a whack at that—
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a hoodoo, while the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It pounded on the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile lit Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt;
Then while the writhing pitcher ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the dun sphere flew;
But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate,
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville—mighty Casey has struck out.

Eastern League Team Sheet

- Akron RubberDucks
(Akron, OH)



Cleveland Indians
(Cleveland, OH)



- Altoona Curve
(Altoona, PA)



Pittsburgh Pirates
(Pittsburgh, PA)



- Binghamton Rumble Ponies
(Binghamton, NY)



New York Mets
(Flushing, NY)



- Bowie BaySox
(Bowie, MD)



Baltimore Orioles
(Baltimore, MD)



- Erie SeaWolves
(Erie, PA)



Detroit Tigers
(Detroit, MI)



- Harrisburg Senators
(Harrisburg, PA)



Washington Nationals
(Washington DC)



- **Hartford Yard Goats**
(Hartford, CT)



Colorado Rockies
(Denver, CO)



- New Hampshire Fisher Cats
(Manchester, NH)



Toronto Blue Jays
(Toronto, ONT, CAN)



- Portland Sea Dogs
(Portland, ME)



Boston Red Sox
(Boston, MA)



- Reading Fightin Phils
(Reading, PA)



Philadelphia Phillies
(Philadelphia, PA)



- Richmond Flying Squirrels
(Richmond, VA)



San Francisco Giants
(San Francisco, CA)



- Trenton Thunder
(Trenton, NJ)



New York Yankees
(Bronx, NY)

