



The Art of Baseball

What shapes and lines are used to design a baseball field?

Grades 3-5 Lesson: The Art of Baseball

Grade Band: 3-5

Arts Subject: Music, Theater, Visual Arts, Dance

Other Subject: Math, English & Literature, Physical Education

SUMMARY

In this 3-5 lesson, students will explore the sport of baseball to design and construct a model baseball field. Students will work collaboratively to examine baseball through art, movement, and sound. They will present their artwork and problem-solving process with the class at the end.

Recommended Student Materials

Editable Documents: *Before sharing these resources with students, you must first save them to your Google account by opening them, and selecting "Make a copy" from the File menu.*

Check out [Sharing Tips](#) or [Instructional Benefits](#) when implementing Google Docs and Google Slides with students.

- [Slide: All About Baseball](#)
- [Criteria for Success: Building a Baseball Field](#)

Websites



Lesson Connection: The Art of Baseball
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- [Ballparks of Baseball](#)
- [American League Ballparks](#)
- [National League Ballparks](#)
- [Past Ballparks](#)
- [Future Ballparks](#)

Additional Materials

- pattern blocks
- tiles
- wooden blocks
- tape
- manipulatives
- marbles
- rulers
- drawing paper
- scissors

Teacher Background

Teachers should have a basic understanding of [baseball](#), and the general design and layout of a [baseball field](#).

Student Prerequisites

Students should have a basic understanding of baseball or build background knowledge with [BrainPop: Baseball](#) or [Britannica Kids: Baseball](#).

Accessibility Notes

Modify handouts, text, and utilize assistive technologies as needed. Allow extra time for task completion.

INSTRUCTION

Engage

1. Have the students brainstorm ideas about the sport of baseball with a KWL chart. Write the word “baseball” at the top of the chart with 3 columns labeled K, W, L. *Ask students: What do you know about baseball? What do you want to know about baseball?* Record and discuss each student’s response. Your goal is to help students activate their background knowledge about baseball so that they can make connections between what they already know about baseball and the new knowledge they will gain as they continue with the lesson activities.

Build

1. Explore pages 2-6 of the [Slide: All About Baseball](#). *Ask students: What are innings, runs, and outs? How is baseball different from other sports? What two players drive the action of the game?*

2. Explore a baseball diamond on pages 7-8 of the [Slide: All About Baseball](#). Lead a class discussion about baseball fields using questions such as the following: *Why is the field where baseball is played unique in sports? What is the difference between foul territory and fair territory? What are some of the elements of a baseball field? What shapes do you see on a baseball field?*

Apply

1. Visit and explore the [Ballparks of Baseball](#) website that shows examples of what baseball fields look like. Discuss with students the different designs. *Ask students: What do you notice? What patterns and lines are on a baseball diamond?*

2. Introduce the field-building activity. Tell the students that they are going to create a baseball field using different materials that may include pattern blocks, tiles, wooden blocks, drawing paper, tape, manipulatives, and marbles. Then they are going to build the field and then give a presentation explaining their work.

3. Divide the class into small groups and review the [Criteria for Success: Building a Baseball Field](#). Tell the students that they are going to problem solve to build their baseball field. Explain to students that the goal of this activity is to become active problem-solvers as they experiment with shape and symmetry, make mistakes, make changes and modifications, think about real-world applications of geometric properties, and explore basic geometric properties. Encourage students to experiment but provide feedback when necessary. For example, if they build a baseball field with 10 tiles between home plate and first base, and then use 15 tiles to represent the space between first base and second base, ask them if their field looks the same as the ones they saw on the websites or baseball fields that they have seen in their life experiences. Encourage them to problem-solve with their group.

4. Allow students time to plan and build their baseball fields. Give each group rulers, drawing paper, and scissors. Tell the students that they can use these materials to figure out how to build their fields. Others may choose to combine paper, drawing and geometric shapes to create the baseball field.

Reflect

1. When the students have completed their baseball field designs, provide time for each group to present their field to the entire class. Ask the class to provide feedback and ask questions about each presentation.

2. Assess students' knowledge with the following writing prompt: *Describe how your group built the baseball field. Explain in detail how you problem solved and what elements of art you included in the design.*

Extend

1. Have students choose an additional project to help them learn more about another aspect of baseball. The goal of these activities is to help students see that you can learn about a topic by exploring diverse perspectives. Ask students to choose to work on one of the following three projects:

Baseball Art: Create a picture or a painting of a baseball field.

Baseball Sounds: Create an audiotape of the sounds of baseball.

Baseball Moves: Create a skit that shows the movements used in baseball.

2. Allow time for students to work on their projects. Ensure students know how to use the audio and video recording devices. Visit with student groups (or individuals) to explain and/or clarify the handout directions. Provide time for students to research and gather information.

Credits

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