

Teammates: Bullies, Baseball, Timelines, and Maps

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Grade Level: 4
Duration 1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2:

Places and Regions

6. Understand how culture and experience influence people's perceptions of places and regions.

Element 6:

Uses of Geography

17. Understand how to apply geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

4.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

4.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Integration of Knowledge and Ideas

4.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing Standards

Production and Distribution of Writing

4.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

MATHEMATICS

Operations and Algebraic Thinking

6.RP.A.3. Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

Other Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

Disciplinary Skills and Processes

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.

Overview

Bullying on the school grounds and through social media is a huge problem. While national programs are being implemented to address this issue, this lesson gives a classroom approach to working on the problem.

Purpose

Using the book *Teammates* by Peter Golenbock, students will use reading strategies to understand the bully theme inside the story. This heightened awareness of bully tactics will lead to discussions and tools to successfully win bully battles in the school environment.

Materials

- Chart paper for class discussions

- Masking tape for tabletop timelines
- Sticky notes for tabletop timelines
- United States map (states labeled)
<http://geoalliance.asu.edu/sites/default/files/map/s/US-NAMES.pdf>
- Regions of the United States map (color)
http://geoalliance.asu.edu/sites/default/files/map/s/US_Regions_Teacher_Key.pdf
- Answer Key for Map Work
- Timeline worksheet
- Example of Dates and Events on Timeline
- Examples of Baseball Cards for Game
- Literature text: *Teammates* by Peter Golenbock
ISBN# 0-15-284286-1

Procedures

SESSION ONE

1. Begin the lesson by defining and differentiating the differences between a bully and a mean person. Create a t-chart on chart paper to record student responses. (A bully targets one person. A mean person affects everyone.)
2. Read the book, *Teammates* by Peter Golenbock. Use reading strategies of predicting, questioning, and clarifying to understand the bully theme inside the story.
 - Predict how teammates connects to baseball or bullies.
 - Ask questions: Who is the bully? Why is Jackie the target?
 - Clarify vocabulary words.
 - Summarize the story.
3. Using another sheet of chart paper, have students compare/contrast bully behavior with teammate behavior (bully behavior - ugly words, teammate behavior – supportive)
4. Discuss and record strategies and tools that students could use to combat bully tactics at school or home.

SESSION TWO

1. Retell the story by playing a baseball game using the pre-made examples from the text or having the students create the “hits” finding text examples themselves.
2. Distribute the United States map.
<http://geoalliance.asu.edu/sites/default/files/maps/U S-NAMES.pdf> Instruct students to highlight the route taken when the team was on the road. Then they should measure the miles traveled using the scale on the map. Project the Regions of the United States map, and have students identify the region(s) traveled through by writing the region(s) on their

map.

http://geoalliance.asu.edu/sites/default/files/maps/U S_Regions_Teacher_Key.pdf

3. Research the dates and events during this time and create a tabletop timeline with masking tape. Each timeline needs at least 3-5 dates and events listed. Transfer the information to the timeline worksheet.
4. End with a class discussion reviewing strategies and tools to combat bully tactics. Have students individually write a personalized contract to promise to stop bully behavior anywhere they encounter such behavior.

Assessment

Social Sciences

Students will score 75% or higher on the accuracy of their map route and identify the region(s) correctly.

Students will score 80% or higher on the Timeline worksheet by correctly having 3-5 dates and events.

Mathematics

Students will score 100% or higher on the accuracy of their measurement of the travel route using the scale provided on the map.

ELA

Students will score a 4 or higher on the 6 Traits Writing Rubric in the area of Ideas and Content on their individual contracts to stop bully behavior.

Extensions

- Students can extend their research to include other groups of people who had or have difficulty in different activities. (i.e. deaf players, athletic sports where participants had missing limbs, etc.)
- Students can create poems or chants to emphasize their efforts to stop bullies.
- Students can create skits that use the tools learned to prevent bully behavior.

Sources

Golenbock, Peter (1990) *Teammates*. New York, NY: Voyager Books Harcourt, Inc.
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United States map (labeled)
<http://geoalliance.asu.edu/sites/default/files/maps/U S-NAMES.pdf>

Regions of the United States map
http://geoalliance.asu.edu/sites/default/files/maps/US_Regions_Teacher_Key.pdf

Other stories that refer to bully behavior:

Jake Drake, Bully Buster by Andrew Clements
Posted by John David Anderson
The Paper Cowboy by Kristin Levin