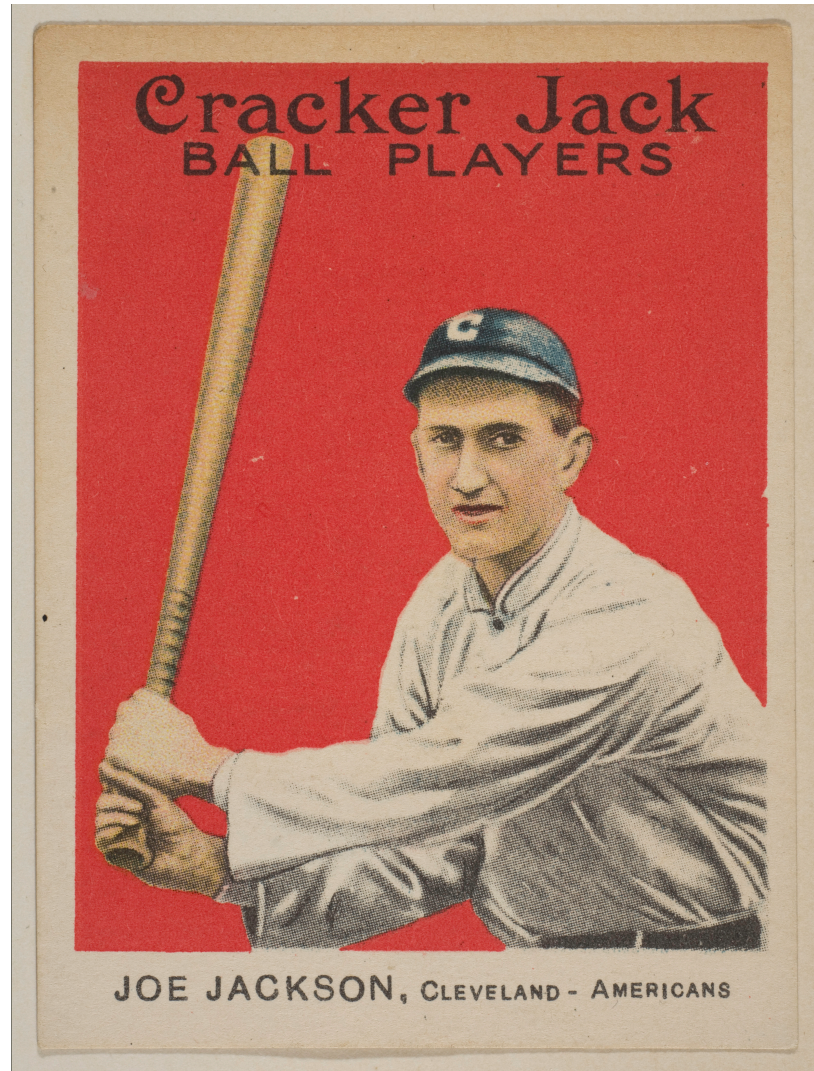


Durham and the Rise of the Baseball Card



Educator's Guide

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Introduction

The baseball card. It's one of America's most timeless novelties. Today, you might find one in a sporting goods store, in an auction house or even on your smartphone. However, the baseball card wasn't always a fun collector's item. In fact, it began as a creative advertising tool for businessmen.

The baseball card came about at a time of major change in America. This exhibit examines that change, and demonstrates how the card evolved as social issues shaped communities like Durham. The exhibit will allow students to explore how different historical eras shaped baseball card advertising, and the sport as a whole. Students will also have the opportunity to understand Durham's role in baseball card advertising.

The exhibit draws together five major themes, including:

- Technology & Industry
- Advertising
- Race & Culture
- Community Contributions
- Leisure in America

How to Use this Educator's Guide

This Educator's Guide will help educators and students draw connections between the historical content in "Durham and the Rise of the Baseball Card" and classroom topics.

Prior to engaging with the exhibit, educators should review the **exhibit outline**, which gives an in-depth overview of the chronology and subject matter of the exhibit. The exhibit outline may also aid you in preparing lesson plans and classroom activities that relate directly to historical subject matter addressed in the exhibit.

Educators should also review the **key exhibit themes** that are detailed in this guide. These themes will prepare educators and students draw out major topics and key historical subject matter from the exhibit prior to their visit. In addition, educators and students should work through the **pre-visit activities** provided in this guide to familiarize themselves with in-exhibit topics, and to prepare students to think critically about the exhibit.

Educators should use the **in-exhibit discussion questions** to guide their students through "Durham and the Rise of the Baseball Card". The discussion questions will challenge students to analyze the historical topics and subjects they will encounter in the exhibit. Though many of the questions have straightforward answers, some will require students to think critically and draw their own conclusions. Please note that most questions contain keywords found in the exhibit, as well as exhibit headings, to help guide students to answers. Nevertheless, students are strongly encouraged to read through the text and analyze images to identify answers. Students may work through the questions individually, or in small groups. In addition, educators may choose to address one or multiple themes during a visit.

Educators may use the **post-visit activities** to help their students draw connections between the present and the historical subject matter they encountered in the exhibit.

This Educator's Guide includes additional resources that teachers may find helpful if they wish to develop lesson plans or extension activities. This guide also

outlines in-exhibit **keywords**, relevant **North Carolina Essential Standards** and **Common Core Standards**.

Exhibit Outline & Explorations

Durham and the Rise of the Baseball Card

Baseball's Gentleman's Agreement

Jim Crow laws had a huge effect on Major League Baseball, yet gave way to the Negro Leagues. African-American and Afro-Latino baseball players influenced Latin America, as well.

- Understand how discrimination shaped Major League Baseball, and gave way to the Negro Leagues.
- Identify some of Durham's former Negro League teams
- Learn about iconic African-American, Afro-Latino, and Latin American baseball players.
- Explore Latin-American baseball cards.

Seeing Stars (1880s to 1890s)

The popularity of baseball, and the rise of baseball stars, coincided with changes in American labor laws.

- Identify an early baseball card.
- Understand how changes in labor laws shaped the popularity of pastimes.
- Identify one of the first baseball stars.

Advertising Aficionados (1890s to mid-1900s)

The popularity of baseball, and the rise of baseball stars, coincided with changes in American labor laws.

- Compare and contrast trade cards and baseball cards.
- Learn about 19th century technological advancements.
- Understand historical advertising techniques.
- Identify one of the earliest versions of the baseball card.

Baseball Card Blitz (1909-1913)

A federal law led to an unprecedented increase in baseball card production.

- Learn how a federal law shaped baseball card advertising.
- Identify cards from popular 20th century baseball card sets.

Wartime Rations (1914-1918)

World War I gave way to factors that slowed baseball card production in the United States.

- Identify factors that led the U.S. to slow baseball card production during WWI.
- Explore how conservation efforts aided soldiers during WWI.
- Learn how companies transformed baseball card production during WWI.
- Compare and contrast a WWI-era baseball card with earlier baseball cards.

Sticky Surprises (1919-1929)

After WWI, businesses started leaning towards kid-friendly baseball card advertising.

- Learn why companies adopted kid-friendly baseball card advertising.
- Identify candy companies that utilized baseball card advertising.
- Identify baseball stars that appeared baseball cards distributed by candy companies.

Thrifty Thrills (1930-1940)

The Great Depression and changes in child labor laws altered baseball card advertising.

- Understand how the Great Depression affected baseball card distribution.
- Learn how changes in child labor laws shaped baseball card collecting among children.
- Contrast the value of mid-century novelty items with contemporary novelty items.

The Farm System (1930s)

Effects of the Great Depression led to the development of farm system baseball teams.

- Learn what baseball's farm system is.
- Understand how mass media shaped the celebrity of baseball players.
- Discover the Durham Bulls' relation to the farm system.

Drafted (1940s)

Conservation efforts during World War II halted baseball card production in the U.S.

- Identify factors that led the U.S. to halt baseball card production during WWII.
- Explore how conservation efforts aided soldiers during WWII.
- Understand how WWII combat affected Major League baseball players
- Compare and contrast WWII-era baseball cards with earlier cards.

Key Exhibit Themes:

Technology & Industry

Technological advancements and industrial developments motivated businesses to adopt and modify baseball card advertising. In the exhibit, students will encounter a range of advancements; from agricultural to photograph and print technology, that will contextualize the evolution of baseball cards. Technological advancements also contributed to the rise of industry and mass production in cities like Durham. Students should use the exhibit to explore how mass production and the rise of consumerism shaped the popularity of the baseball card.

Advertising

Advertising gave way to the development of the baseball card in the U.S. Students may use the exhibit to draw connections between mass production, consumerism, and advertising. Social issues and events shaped how and when advertisers and major companies produced baseball cards, as well. In the exhibit, students will learn how federal legislation and events like the Great Depression and World War II affected baseball card advertising.

Race & Culture

Discrimination in the United States effectively barred African-American baseball players from participating in Major League baseball, preventing them from appearing on baseball cards. This gave way to the development of the Negro Leagues, a series of professional baseball leagues that were developed for African-Americans. In the exhibit, students will learn how African-Americans engaged with professional baseball during Reconstruction and after the rise of Jim Crow laws. In spite of discrimination in the U.S., African-Americans frequently appeared with Afro-Latino and Latino players on baseball cards in Latin America. Students should use this exhibit to learn how baseball, and baseball card advertising, crossed international boundaries.

Considerable Contributions

The talents of many individuals, from baseball players to businessmen, contributed to the development and rise of baseball cards. Throughout the exhibit, a number of players and businessmen who influence baseball and baseball card advertising are highlighted. Students should work to identify these individuals, as well as baseball teams native to Durham, as they engage with the exhibit.

Leisure in America

Baseball and baseball card collecting are two of America's most noted pastimes. Students should use the exhibit to understand how things like labor laws and mass production helped influence a culture of leisure in America. Students should also work to identify other forms of leisure as identified in the exhibit, and connect them with the popularity of baseball cards. This exhibit also explores how baseball crossed international boundaries. Students will be able to understand how cultural traditions can affect people at home and abroad.

Themed Activities

Theme 1: Technology & Industry

Topics to consider:

- Evolution of photograph and printing technology
- The rise of mass production
- How advances in transportation influenced trade

Pre-Visit Activities:

(1) Identify inventions that were integral to mass production (i.e. the cotton gin, the Spinning Jenny, the McCormick Reaper, the Bosnack cigarette-rolling machine, the power loom). Discuss how these inventions transformed the processing time of agricultural crops, contributed the development of factories, and gave way to mass-produced products.

(2) Work with students to identify various types of 19th century photograph and print technology. This may include, but is not limited to:

- Daguerreotype
- Photo-mechanical print
- Tintype
- Ambrotype
- Gelatin/Dry Print
- Lithograph
- Carte de Visite

Create a timeline of when these various technologies were developed. Encourage students to identify these technologies during their visit.

In-Exhibit Discussion Questions:

1. Compare and contrast trade and baseball cards of the 1880s-1910s with those of the 1920s-1940s. What changed? What remained the same or was similar?
2. Photography became very popular in the late 1880s. How might that have influenced the baseball cards you see in “Seeing Stars” and “Advertising Aficionados”?
3. A lithograph is a copy of an original drawing, painting, or other type of artwork. The baseball cards you see in “Baseball Card Blitz” are good examples of lithographs. How did lithograph technology change the appearance of the baseball card?
4. In the late 1800s, “advertising aficionados” began to produce baseball cards on a large scale and place them inside products. What are some of the products trade cards could be found in?
5. In Durham, technological advancements helped businesses like W. Duke, Sons & Co. to process crops like tobacco at faster rates. What could these crops be turned into? Do you think faster processing rates helped or harmed businessmen and their employees? Why?

6. There are several buildings and institutions in Durham that exist because of the contributions of individuals like Washington and James Duke. Can you name any? Have you encountered any other institutions that are named after important individuals?
7. By the early 20th century, important train routes passed through Durham, making it a transportation hub. How do you think that affected “advertising aficionados” and consumers?
8. Where are some of the players from in this exhibit? What can this tell us about how far-reaching the sport—or products—were?
9. Who are some of the companies that produced the cards in the exhibit? Where are they based? This shows us that baseball cards could be produced in one place, then be distributed far and wide.

Post-Visit Classroom Activity:

List where products in your classroom originated (from clothing to supplies).

Discuss with your students:

- Why may these products have been created in these places?
- How do you think they got to the stores we purchased them in?

Additional Resources:

- [Every Picture Has a Story](#) via Smithsonian Education
- [Trade and Transportation in the United States](#) via National Geographic
- [Teaching about the role of railroads in Western North Carolina](#) via Learn NC
- [Industrialization in North Carolina](#) via Learn NC

Theme 2: Advertising

Topics to consider:

- Consumerism in the 19th and 20th centuries
- How labor laws influenced consumerism and advertising
- Comparing and contrasting advertising techniques over time
- How needs of businesses and/or current events affect advertising

Pre-Visit Activities:

(1) Encourage students to take a look at some of their every-day products (i.e. cereal boxes, happy meals, paper goods, snacks).

Have them notice if they find coupons, ads, or toys in them, and encourage them to bring them into the classroom to discuss. Inform students that these coupons, toys, etc. are all form of advertising.

Ask students to consider:

- Why do you think businesses would choose to advertise their products this way?

(2) Explore a variety of historical advertisements here:

<http://library.duke.edu/digitalcollections/ea/>

Ask students to consider:

- What do you think is being advertised? Why?
- What does the company say is “special” about the product?
- Who do you think advertisement is targeting?
- Compare and contrast with ads you see today

In-Exhibit Discussion Questions:

1. Why did businesses stop putting advertising “trade cards” in their products in the early 1900s? What company started a baseball card “blitz” in 1909, and why?
2. What was one of the first companies to feature baseball players on their trade card advertising?
3. Who were baseball cards meant to target in the early 1900s? What about the 1920s-1930s? Why was there a shift?
4. In the late 1800s, why were working class folks able to spend more money and time on things like baseball games and novelty products?
5. How did WWI and WWII affect baseball card advertising?
6. How could people gain access to baseball cards during the Great Depression? About how much did one have to pay to get a baseball card?
7. Why might candy companies have considered baseball cards a good advertising tool?

8. Baseball cards weren't only produced in the U.S. What other production locations do you see in the exhibit? What products are they advertising?
9. How did Jim Crow laws shape baseball card advertising? What about integration?
10. Why were some of these players you see selected to appear on baseball cards?

Post-Visit Classroom Activity:

Have students bring in an advertisement or two (i.e. from a magazine, newspaper, mailing, online, etc.).

Discuss with your students:

- From where were these ads retrieved?
- How is product displayed in the ad (i.e. is it stationary, is it being used, is it being held up by someone)?
- Who is in the ad (i.e. a family, a child, a woman)? What can that tell us about who the product is being marketed towards?
- Compare and contrast with the baseball cards students saw in the exhibit.

Additional Resources:

- [Would you really buy that? Persuasive techniques in advertising](#) via Learn NC
- [On the Market: Thinking Critically About Advertising](#) via *The New York Times*

Theme 3: Race & Culture

Topics to consider:

- How discrimination shaped baseball and baseball card advertising
- The Negro Leagues
- Baseball in Latin America
- Baseball as a global pastime

Pre-Visit Activities:

(1) Have students or student groups select Negro League star to highlight. After researching the star, students should create a diary entry for the player that includes biographical information, and highlights some of their meaningful experiences as a player.

(2) As a class or individually, visit cubanbaseballcards.com. Explore the various cards, identify the various locations the cards were produced, and identify the different nationalities of the players. Encourage students to consider what can this tell us about baseball's global reach.

In-Exhibit Discussion Questions:

1. Who were some of the first African-American professional baseball players?
2. The exhibit features cards that were not produced in the United States. Where were these cards produced, and what were they advertising? What can this tell us about baseball's reach?
3. What was baseball's 19th century "Gentleman's Agreement"?
4. Cap Anson had a major effect on baseball's "Gentleman's Agreement." What does this say about how people viewed popular athletes, and valued their beliefs, at the time?
5. What affect did Jim Crow laws have on Major League Baseball? How did these laws shape professional baseball for African American players?
6. When were African-Americans featured on U.S. baseball cards? Why? What about players of African descent on Latin American cards? Why was there a difference?
7. By the 1930s, how many leagues were there for African-American players? What were these leagues called?
8. How many Negro League teams existed in Durham? What were their names, and were they major or minor league teams?

Post-Visit Classroom Activities:

Research the integration of other popular U.S. sports like baseball and football. What similarities and differences does your class see (as it relates to the integration of baseball)?

Baseball isn't only popular in the U.S. Select a country where baseball is popular (i.e. Cuba, Japan), and research more about their sport traditions.

Additional Resources:

- [Negro League Baseball Museum](#) education page
- [The Negro Leagues: The people, place and experiences of Black baseball](#) via Learn NC
- [Beyond Baseball: The Life of Roberto Clemente](#) via Smithsonian Education

Theme 4: Considerable Contributions

Topics to consider:

- The influence of celebrities on popular culture
- Contributions of Durham Businessmen
- Baseball's impact on Durham and North Carolina

Pre-Visit Activity:

(1) Lead an interactive discussion with your students about celebrity endorsements. Encourage them to bring in an ad of favorite product(s).

Discuss with your students:

- Who is advertising said product?
- Why use that individual's image?
- How is this individual related to the product?
- Why might companies use celebrities to promote their products?

In-Exhibit Discussion Questions:

1. Actresses and actors were often featured on early trade cards. Why might a businessman have chosen to feature an actress on an ad in the late 19th century?
2. King Kelly was considered one of the first baseball stars. What event might have led to his fame?
3. One Durham family played a large role in Durham's business industry. Who were they? Where else in your community might you have seen their name?
4. Around the 1930s, what kind of innovations made athletes like Babe Ruth "larger than life"?
5. Why might a candy company have chosen to feature popular athletes on their advertisements? Do any of your favorite products use similar techniques?
6. What contributions did Moses Fleetwood Walker make to baseball? What about Satchel Paige?
7. Cabañas Tobacco Company was a significant player in baseball card advertising. What was one of their major contributions? Where were they located, and what can that tell us about baseball's global reach?
8. Why were farms teams significant in communities like Durham?

Post-Visit Classroom Activity:

Encourage students to bring in ads for their favorite products (athletic material and beauty and fashion products are particularly good for this).

Have students consider:

- Do these feature celebrity endorsers, and why?
- What does this tell us about celebrity endorsements?

- Have you seen these celebrities endorse other products?

Additional Resources:

- [Bieber Fever: Casting a Critical Eye on Celebrities and Popular Culture](#) via *The New York Times*
- [Hello, America! Radio Broadcasting in the Years Before Television](#) via Smithsonian Education

Theme 5: Leisure in America

Topics to consider:

- Significance of baseball as a pastime
- Leisure in American culture
- Sports as a cultural tradition

Pre-Visit Activities:

(1) Work with students to explore popular late 19th century and early 20th century pastimes (i.e. roller-skating, photography, visiting parks and museums, bicycling). How does this compare to what students do for fun today?

(2) Explore the history of child labor in North Carolina here:

<http://www.learnnc.org/lp/editions/nchist-worldwar/5778>

Have students consider:

How might these laws have changed “childhood” in America?

In-Exhibit Discussion Questions:

1. How did changes in labor laws shape Americans’ abilities to attend baseball games?
2. What are some other forms of leisure as outlined by the exhibit?
3. How do the baseball cards you see shape your perception of sport? Do players look like they’re having fun? Are they very focused? Anything else?
4. Why might have baseball card collecting been considered a leisure activity for kids in the 1920s and 1930s?
5. How did the Great Depression affect peoples’ ability to engage in pastimes like baseball games?
6. How did WWII affect some players’ abilities to play?
7. Why might players like King Kelly, Ty Cobb, Babe Ruth, and Jackie Robinson made baseball more fun to watch?

Post-Visit Classroom Activities:

Have students research sports traditions in other countries, and compare and contrast them to American sports.

Additional Resources:

- [Baseball Hall of Fame](#) education page
- [20th Century Entertainment: When Work is Done](#) via the Library of Congress
- [Having Fun: Leisure and Entertainment at the Turn of the Twentieth Century](#) via the National Endowment of the Humanities

Key Exhibit Terms

*The following terms and individuals are highlighted in the exhibit. **

- Cabañas Tobacco Company
- African American
- Afro Latino
- Moses Fleetwood Walker
- John “Bud” Fowler
- Frank Grant
- Cap Anson
- “gentleman’s agreement”
- Latin America
- Satchel Paige
- Jackie Robinson
- King Kelly
- W Duke, Sons & Co.
- “trade cards”
- Sherman Anti-Trust Act
- American Tobacco Company
- advertising blitz
- T209
- T210
- World War I
- wartime conservation efforts
- strip card
- Cracker Jack
- gum companies
- Great Depression
- Goudey Gum Company
- conserve

**(Listed in order of appearance)*

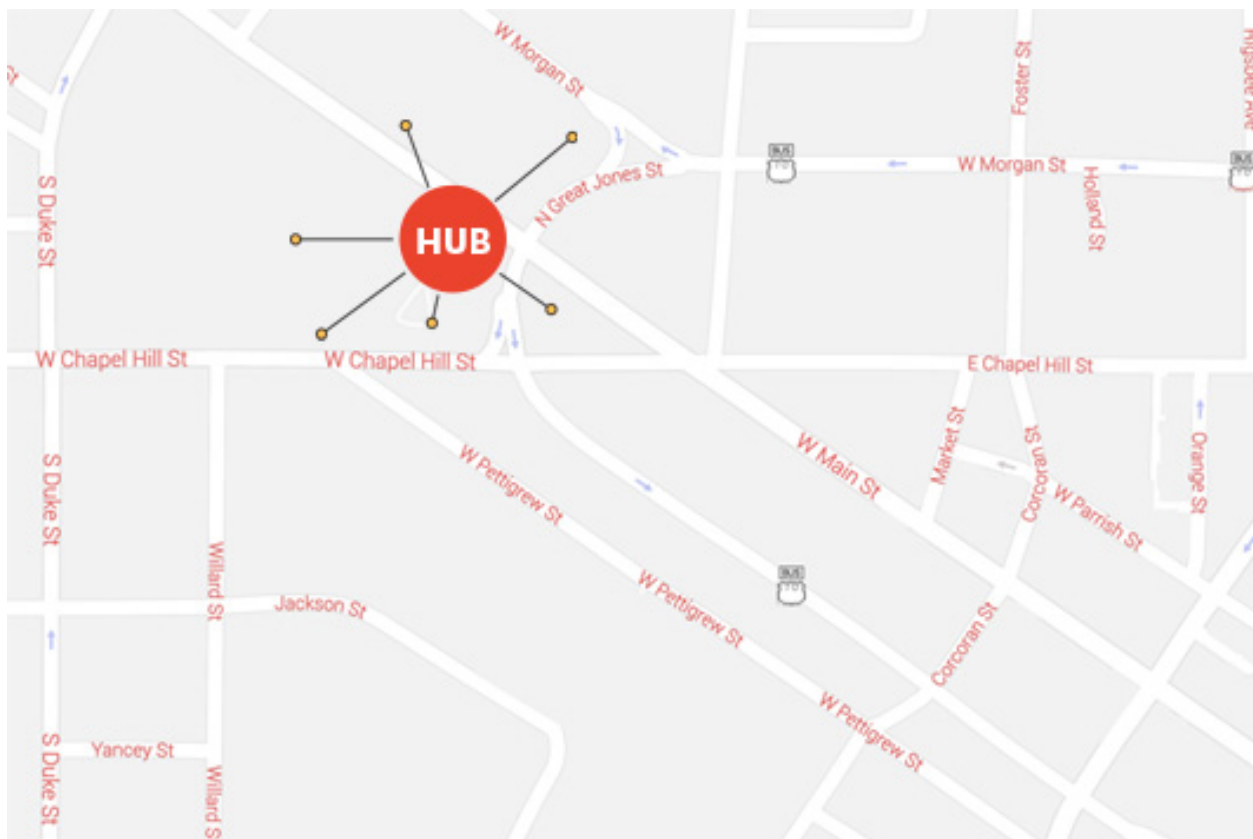
Museum of Durham History | History Hub

The story of the baseball card doesn't end here!

Visit the Museum of Durham History to learn even more.

Inside the History Hub, you'll be able to explore how Durham's business industry led baseball cards to become mainstays in American popular culture.

You can visit the History Hub for free at **500 W. Main Street** in **Downtown Durham** from **10:00 a.m.-5:00 p.m. Tuesday through Saturday**, and **1:00 p.m.-5:00 p.m. on Sundays**. They are closed on Mondays.



Curriculum Standards

This exhibit and coinciding Educator's Guide meet the following curriculum standards:

North Carolina Essential Standards | Social Studies

2nd Grade:

- 2.E.1.1** Give examples of ways in which businesses in the community meet the needs and wants of consumers.
- 2.E.1.2** Explain the roles and impact producers and consumers have on the economy.
- 2.E.1.3** Summarize the concept of supply and demand.
- 2.C.2.2** Recognize the key historical figures and events that are associated with various cultural traditions.

3rd Grade:

- 3.H.1.1** Explain key historical events that occurred in the local community and regions over time.
- 3.H.1.2** Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.
- 3.H.1.3** Exemplify the ideas that were significant in the development of local communities and regions.
- 3.G.1.4** Explain how the movement of goods, people and ideas impact the community.
- 3.E.1.2** Explain how locations of regions and natural resources influence economic development.
- 3.C&G.2.1** Exemplify how citizens contribute politically, socially and economically to their community

4th Grade:

- 4.H.1.3** Explain how people, events and developments brought about changes to communities in various regions of North Carolina.
- 4.G.1.4** Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.
- 4.E.1.2** Understand how scarcity and choice in a market economy impact business decisions.
- 4.E.1.3** Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world
- 4.E.2.2** Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.

5th Grade:

- 5.C.1.2** Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.
- 5.C.1.4** Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

7th Grade:

7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups.

7.C.1.1 Explain how culture unites and divides modern societies and regions.

7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.

Common Core Standards | English Language Arts

2nd Grade:

CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

3rd Grade:

CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

4th Grade:

CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

5th Grade:

CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).