



**Stand tall, talk small, play ball!**

by Genitia Johnson, 2023 CTI Fellow  
Huntingtowne Farms Elementary

This curriculum unit is recommended for:  
1st Grade

**Keywords:** baseball, professional, segregated, championships, integrated

**Teaching Standards:** See **Appendix 1** for teaching standards addressed in this unit.

**Synopsis:** In this unit students will learn the history of baseball and the impact in America.

The students will learn about the Negro League and the impact of Black History. The unit will allow students to learn history concepts while learning literacy. Students will use read aloud stories, songs, and gestures to learn skills. They will have a better opportunity to use their problem-solving skills and make connections. They will also learn to use nonfiction text features. The lessons will also include movement, music, gestures, and hands-on experiences.

*I plan to teach this unit during the coming year to 48 students in a first grade Dual Language.*

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## **Stand tall, talk small, play ball!**

By: Genitia Johnson

### **Introduction**

**Rationale:** I selected this unit because I have noticed that my students are interested in STEAM Science activities. They started asking questions about light. One day at recess they noticed the school garden. They started asking what happened to plants in the garden. I thought this would be a great idea to help students learn about light while teaching them about how plants use light. I think incorporating Science into literacy will allow students to the opportunity to learn about Science and nonfiction text features.

### **Demographics:**

I work as a first grade Dual Language teacher at Huntingtowne Farms Elementary School in Charlotte, North Carolina. Huntingtowne Farms Elementary is in the Charlotte-Mecklenburg School (CMS) System. CMS is one of the largest school systems in North Carolina, serving approximately 146,000 students. Huntingtowne Farms Elementary, is located in the district's Southwest Learning Community. According to the NC Star Lighting the Path of Student Success (Indistar), Huntingtowne Farms serves approximately 824 students in grades Pre-K through Fifth. Approximately 60% Hispanic/Latino, 3.00% Asian, 29.00 % Black or African American, 8.00% Caucasian or White. We have approximately 91% free/reduced lunch and 33% Limited English Proficient.

I currently teach first grade Dual Language with 48 students. I teach literacy in English to the students. The Dual Language program is a 50/50 program in English and Spanish. The students switch in the middle of the day for Math in Spanish. I also teach Science in English. Social Studies are taught in English and Spanish. There are 24 students in each of my classes. Huntingtowne Farms is also an International Baccalaureate Primary Years Programme (IB/PYP) School. I am in my seventeenth year at Huntingtowne Farms. This is my 5<sup>th</sup> year teaching Dual Language at my school. Spanish is the first language for 90% of my class. Most of the students are learning English. There are several novice English Spanish Learners. I am still learning Spanish however; my students help me translate in class and I use an online translating app. I use music, songs, movements, motion, and picture cards. I am also supported by my Spanish coach and Spanish co-teacher.

My students are excited to learn how to read in English. They are increasing their vocabulary by learning new words. I try to teach a motion or movement with vocabulary words if possible, to help them remember the word. My students love to help each other. The English-speaking students help their Spanish speaking classmates by translating for them. They love to dance, exercise, draw, read, and write. My students always try to motivate each other to try their best. They love to work in centers with a partner. Overall, they are learning to become a class family. My students are excited to participate with Social Studies lessons and activities. They love to explore and problem-solve. I use google slides to create visions for students. The slides also include links for songs, videos, stories, and anchor charts. I try to incorporate stories that relate to Science. I also teach them motions or movements to help them remember vocabulary words.

**Objectives:** This unit is integrated into literacy and Social Studies. Standards are based on the North Carolina English Language Arts Standards and North Carolina Science Standards. This unit will teach students the history of baseball. It will introduce them to the sport of baseball and the influence of baseball on America.

## **Content Research:**

### ***Baseball History***

Baseball has been a sport that people have played for many years. It was invented from scratch. Many games such as Rounders, One Old Cat, and Club Ball date centuries back in England William F. McNeil, *Baseball's Other All-Stars* (Jefferson, North Carolina: McFarland & Company, Inc, 2000), 5. According to McNeil, ball games were popular in ancient civilization as long as 2000 B.C., according to murals on temple walls in Egypt, *Baseball's Other All-Stars* (Jefferson, North Carolina: McFarland & Company, Inc, 2000), 5. According to McNeil, the British Museum has a 4000-year -old ball found in Egypt, *Baseball's Other All-Stars* (Jefferson, North Carolina: McFarland & Company, Inc, 2000), 5. Baseball has evolved over the years. Baseball has grew piece by piece from the eighteenth century to the middle nineteenth century, when organized touring games began to popularize the game William F. McNeil, *Baseball's Other All-Stars* (Jefferson, North Carolina: McFarland & Company, Inc, 2000), 5.

### ***Negro League Baseball***

People have heard about baseball legends like Babe Ruth, Lou Gehrig, and Ty Cobb but people may not have heard of Pop Lloyd, Oscar Charleston, or Buck Leonard. They were some of the legends of the Negro Leagues. Black man was not allowed to play in the major leagues for almost sixty years. This forces them to create their own leagues. Just like the majors, the Negro Leagues had world series, all-star games, and legendary heroes, Jonah Winter, *Fair Ball* (New York, 2001) 1. According to Winter, sometimes Negro League teams would play major league teams in exhibition games (1). The major league white teams lost very often, that they finally refused to play the black teams anymore. According to Winter many of the black players from this era were plain better than white counterparts (1). In the text Winter explained that Josh Gibson hit more home runs than Babe Ruth, Cool Papa Bell was faster than Ty Cobb, and Satchel Paige won more games than Cy Young (1).

According to Nelson (2008, 1), in the mid-1860s, most professional baseball teams had only white ballplayers. There were several Negroes who did play baseball, though they weren't treated any better than most Negroes in the country at the times (Nelson, 2008). They were treated horrible. Several teams wouldn't play another team if they had a Negro on their roster. In some states Negroes weren't allowed to play at all. According to Nelson, (2008, 1), when they play they were giving wrong directions from their managers and were targets for opposing pitchers and base runners, which was a dangerous thing, because back in those days, no one wore any type of protective gear-not even the catcher. Bud Fowler was the first Negro to play professional baseball along (Nelson, 2008). So many times, he was forced to leave the field on crutches after being spiked by a base runner. According the text, this was a terrible thing, but some good came out of it because Bud scarred shins gave him the idea to attach wooden staves from a barrel to his legs for protection (Nelson, 2008). They were the first shin guards and the

first protective gear in baseball. These shin guards just about saved his legs and his baseball career or what was left of it (Nelson, 2008).

Despite the cruel treatment Negroes received, there were a few who became amazing players like Welday and Moses, Fleetwood Walker, Charlie Grant, Pete Hill, Sol White, Grant "Home Run" Johnson, Ben Taylor, and Frank Grant (Nelson, 2008). They were great ballplayers by any measure but none of that mattered because they were still Negroes, and most white ballplayers didn't want to play alongside them (Nelson, 2008).

Negroes began to disappear from professional baseball teams by the late 1800s. They were soon gone altogether. Nelson explained, that there was never any written rule that prohibited Negroes from playing professional baseball, but soon after 1887, somehow Negroes all over couldn't get a professional baseball team (2008). It was revealed that all of the white owners had gotten together in secret and decided to do away with Negroes in professional baseball (Nelson, 2008). They agreed not to add more to their teams and to let go of the Negroes they had on the team. They called this a "gentlemen's agreement" (Nelson, 2008). The white owners held this agreement for almost sixty years.

The Negroes loved to play baseball just like white players and several of the men had genuine talent. They could play against small semi-pro teams, which paid little money, if at all; or swallow their pride and get a job working in factories but many of them didn't want to that after getting a taste of what professional baseball had to offer. They had no other choice but to start their own professional teams.

In the early 1900s, there were many Negro baseball teams all over the Northeast and South. After the Great Migration of Negroes from the southern states to northern cities during the twenties, Negro baseball began to grow. Nelson (2008, 3), emphasizes that Negroes tried several times to organize professional leagues, but they never lasted long because they didn't have the money or the leadership to stay in business.

Then came Andrew "Rube" Foster, an old-time trick pitcher who came up from the Texas leagues. Nelson, (2008, 5), explained that Rube was a preacher's son who called everybody "darlin." Rube was like most of the ballplayers in his day, he bounced 'round from team to team before he landed in Chicago with the Leland Giants (who later became the Chicago American Giants), where he both played and managed (Nelson, 2008). In those days managers always played, because the owners couldn't afford to pay a man to just sit in the dugout. According to Nelson (2008, 5), Rube was a master, a brilliant man. He knew baseball like the back of his hand, and more important, he knew how to win. Rube was a demanding manager, and only wanted ballplayers who would follow his instructions. If a player didn't listen to Rube's instructions he didn't last very long on his team. Nelson (2008, 5), explained that Rube wanted his players to be fast and if they got on base, it was all over. Rube's game was built around speed and his own invention called the "bunt-and-run." The pitchers got their instructions from Rube sitting in the dugout, not from the catcher, which was more common. According to Nelson (2008, 5), Rube would puff signals from his pipe or not his head one way to signal a play. For example, one puff, fastball, two puffs, curveball. Rube's American Giants became the strongest Negro team in Chicago and the most famous independent team in the entire Midwest (Nelson, 2008). His team drew larger crowds than the local Cubs and White Sox.

Rube ran his ball club like it was a major league team. However, most of the Negro teams were not well organized. They didn't have enough equipment or even matching uniforms. According to Nelson, (2008, 5), Most of the time players went from game to game scattered among different cars, or sometimes they even have to hitch hike a ride on the back of someone's truck to get to the next town for a game. However, Rube's team were always well equipped, with clean new uniforms, bats, and balls. The players rode to the games in fancy Pullman cars Rube rented and hitched to the back of the train. It was something to see that group of Negroes stepping out of the train, dressed in suits and hats (Nelson, 2008). His players were big-leaguers.

Rube always aimed high. According to Nelson, (2008, 9), it was after Rube's success with the American Giants that he decided to organize an entire Negro baseball league. He wanted to create a league that would exhibit a professional level of play equal to or better than the majors, so that when it came time to integrate professional baseball Negroes would be ready (Nelson, 2008). Nelson emphasizes (2008, 9), that didn't Rube didn't want to put just one or two Negroes in the major leagues, he wanted to put a whole league into the major league. There would be the American League, the National League, and the Negro League. According to Nelson, (2008, 9), Rube knew that if Negroes were to play in a professional league, they would have to organize it themselves. Rube explained that "We are the ship, all else the sea." (Nelson, 2008).

On February 20, 1920 Rube called together all of the owners of black baseball teams in the Midwest. The owners agreed to a set of rules that the league would follow. The rules would stop players raids between teams and police the players' conduct on and off the field (Nelson, 2008). The owners name the league the Negro National League. They had eight teams; the Cuban Stars, the Detroit Stars, the Chicago American Giants, the Chicago Giants, the Kansas City Monarchs, the St. Louis Stars, the Indianapolis ABC's, and the Dayton Marcos (Nelson, 2008). According to Nelson, (2008, 9), Rube's league was home to great players like Oscar Charleston, "Cyclone" or "Smokey" Joe Williams, Ben Taylor "Cannoball" Dick Redding, and John Henry "Pop" Lloyd.

Rube made sure to keep the Negro League going. He would assist teams if things were not going well. For example, he would give them team money if they needed a little cash. He would also settle disputes between a player and an owner. According to Nelson, (2008, 9), Rube gave black baseball dignity and set the standard for things to come. Rube's league was so successful that a group of white owners of independent Negro teams formed a rival league of their own, the Eastern Colored League, just a few years after Rube started the Negro League (Nelson, 2008). They decided that the pennant winners from each league met in a Colored World Series at the end of the season (Nelson, 2008). The First Colored World Series was on October 11<sup>th</sup>, 1924 at Muehlebach Field in Kansas City, Missouri. It was the Kansas City Monarchs versus Hilldale Club.

## **Instructional Implementation**

### ***Teaching Strategies***

I use several teaching strategies in my classroom. In this curriculum unit I highlight the most used strategies. Some of those strategies will be focusing on cooperative learning, visual arts, turn and talk, read alouds, anchor charts, inquiry-based instruction, technology, music and movement.

Cooperative learning allows students to demonstrate a learned skill to each other. Students can discover a new concept together and help each other learning. It promotes discussion and collaboration, creating an environment that supports the retention of newly learned skills.

Creative Arts engage student's mind, bodies, and senses. This unit will incorporate arts that will invite students to listen, observe, discuss, movement, dance, problem solving, and imagination using multiple modes of thought and self-expression.

Turn and talk is an instructional routine that allows students to use content knowledge during a brief conversation with their peers. Students are provided with a short prompt to discuss content or a skill. Students will turn to their predetermined partner to answer the prompt while the other student will listen.

Mentor Text/Read Alouds are used to model teaching standards and lessons. Mentor text are also used for explicit teaching. Mentor texts are rigorous texts intentionally chosen for a specific reason for the purpose of teaching multiple content areas. Picture books are often used as mentor texts in my class. These texts are usually read multiple times examining different parts of the text each time. Mentor texts are also brought back at different times of the year to focus on different aspects of the text for different subject areas.

Anchor Charts are used to support instruction. It is a poster created to record and display important points about the lesson. The anchor charts in my class also provide students with pictures that also relate to the lesson. The students are also involved in creating the charts which help them to understand the charts. This allows students to use charts as a reference. Anchor charts can also help to keep students accountable for their work.

Inquiry-based instruction will be used in classroom. Students will be encouraged to explore, ask questions, and share ideas. Inquiry-based instruction is providing student with thought provoking questions are asked which lead and inspire students to think for themselves and to become independent learners always wanting to know more.

Technology is used daily in the lessons. I use google slides daily to teach lessons. The slides include links, video, stories, music, and visuals. The students also have access to their iPads in the classroom.

Movement and music are incorporated in the class daily. The students use kid's yoga, stretching, mindful breathing, and relaxation exercises. Music is used for transitions, meditation, relaxing, and brain breaks.

## **Classroom Lessons/Activities**

### **Begin with the End in Mind: Goals and Outcomes**

While teaching this unit, students will

- Increase their vocabulary by learning words related to baseball and the history the Negro League.

- Read books and incorporate the history of the Negro League.
- Increase their knowledge of baseball as a sport.

After teaching this unit, students should be able to:

- Explain how to play baseball
- Explain character's feelings by using illustrations and the text
- Draw and write about their knowledge of baseball history

### Pre-Post Test

Before and after the unit, students will take a “Baseball” Pre and Post Test. Students will assess knowledge of baseball. This pre-test will allow students to show what they have learned about the history of baseball and how the Negro League impacted American.

Most of the time first graders will only know the popular sports like soccer, basketball, and football. In addition, the teacher can use the pre-assessment to determine the students' knowledge of baseball to determine what information is needed to be taught though out the unit to increase student vocabulary.

### Lesson Plans

#### Lesson 1: Introduction to Unit: Pretest

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

#### Materials:

- “Baseball” Pre-Test (see [appendix 2](#))
- “Baseball” Anchor Chart (example, see [appendix 2](#))
- Chart Paper
- Markers
- Video on *Epic Smile and Learn Sports: Baseball*, a video about baseball by Smile and Learn or any other book or video about baseball.

**Teaching Point:** Today we are going to learn about baseball. Ask students “What do you know about baseball?”

The teacher will have students complete the baseball pre-test (see [appendix 2](#)). Teacher will explain to students that they will be learning about baseball. The teacher will explain baseball. Baseball is a sport just like soccer, basketball, and football.

Make an anchor chart with the title “Baseball.” This anchor chart will be used throughout the unit. The teacher will create a KWL chart. Explain to the students that they are going to share what they know about baseball and what they want to know about baseball. The teacher will write their responses on the chart. Use the video *Smile and Learn Sports: Baseball*, a video that explains baseball by Smile and Learn or any other book or video about baseball.

**Active Engagement:** The students will listen to the video *Smile and Learn Sports: Baseball*. They will complete the “Baseball” pre-assessment (see [appendix 2](#)). They will draw and write about what they know about baseball.

**Closing:**

*Remember, today we learned about baseball.*

**Lesson 2: Jackie Robinson**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

**Materials:**

- Nonfiction Anchor Chart (example, see [appendix 2](#))
- Chart Paper
- Markers
- Baseball Journal (see [appendix 2](#))
- Book on Epic *Jackie Robinson*, a story about Jackie’s life by Emma E. Haldy or any other book or video about the life of Jackie Robinson.

**Teaching Point:** Today we are going to learn about a famous baseball player named Jackie Robinson. The teacher will read the story *Jackie Robinson*, by Emma E. Haldy. Teacher will explain that story is a biography of Jackie Robinson’s life. A biography is a book or a piece of writing that tells about a person’s life. It is written by someone else It gives true facts about information about the person. Explain vocabulary words as you read the story. Vocabulary words: professional, segregated, championships, integrated. Teacher will explain that a glossary is a nonfiction text feature. A glossary can be found at the back of the book. It tells the meaning of the bold printed words. Use the nonfiction text features anchor to explain nonfiction text features.

**Active Engagement:** The students will listen to the story *Jackie Robinson*. They will complete the “Baseball” journal page (see appendix 2). They will draw and write a fact that they learned about Jackie Robinson.

**Closing:**

*Remember, today we learned about Jackie Robinson.*

## **Lesson 2: Negro Leagues**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

### **Materials:**

- Nonfiction Anchor Chart (example, see [appendix 2](#))
- Chart Paper
- Markers
- Baseball Journal (see [appendix 2](#))
- Book: *We Are The Ship The Story of Negro League Baseball* by Kadir Nelson
- Negro Leagues Website: <https://www.nlbm.com>

**Teaching Point:** Today we are going to learn about the Negro League.

The teacher will use the Negro Leagues Website: <https://www.nlbm.com> to explain the Negro Leagues.

**Active Engagement:** The students will listen to the story *We Are The Ship The Story of Negro League Baseball* by Kadir Nelson. Teacher will read pages 1-16, 1<sup>st</sup> Inning Chapter. This chapter will explain the Negro Leagues. They will complete the “Baseball” journal page (see appendix 2). They will draw and write a fact that they learned about the Negro League

### **Closing:**

*Remember, today we learned about the Negro League.*

## **Lesson 3: Jackie Robinson**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

### **Materials:**

- Nonfiction Anchor Chart (example, see [appendix 2](#))

- Chart Paper
- Markers
- Baseball Journal (see [appendix 2](#))
- Book on Epic *Jackie Robinson*, a story about Jackie’s life by Emma E. Haldy or any other book or video about the life of Jackie Robinson.

**Teaching Point:** Today we are going to learn about a famous baseball player named Jackie Robinson. The teacher will read the story *Jackie Robinson*, by Emma E. Haldy. Teacher will explain that story is a biography of Jackie Robinson’s life. A biography is a book or a piece of writing that tells about a person’s life. It is written by someone else It gives true facts about information about the person. Explain vocabulary words as you read the story. Vocabulary words: professional, segregated, championships, integrated. Teacher will explain that a glossary is a nonfiction text feature. A glossary can be found at the back of the book. It tells the meaning of the bold printed words. Use the nonfiction text features anchor to explain nonfiction text features.

**Active Engagement:** The students will listen to the story *Jackie Robinson*. They will complete the “Baseball” journal page (see [appendix 2](#)). They will draw and write a fact that they learned about Jackie Robinson.

**Closing:**  
*Remember, today we learned about Jackie Robinson.*

#### **Lesson 4: Latino Baseball Players**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

#### **Materials:**

- Nonfiction Anchor Chart (example, see [appendix 2](#))
- Chart Paper
- Markers
- Baseball Journal (see [appendix 2](#))
- Book: *Beisbol! Latino Baseball Pioneers and Legends*, by Jonah Winter introduction by Bruce Markusen Rodriguez a story about Latino Baseball Players.

**Teaching Point:** Today we are going to learn about famous Latino baseball player. The teacher will read the story *Beisbol! Latino Baseball Pioneers and Legends*, by Jonah Winter introduction by Bruce Markusen Rodriguez a story about Latino Baseball Players. Teacher will explain that this story has biographies of different Latino baseball players. A biography is a book or a piece of writing that tells about a person’s life. It is written by someone else It gives true facts about information about the person.

Explain to the students that the book is designed look like baseball cards. A baseball card is a trading card relating to baseball, usually printed on cardboard, silk, or plastic.

**Active Engagement:** The students will listen to the story *Beisbol! Latino Baseball Pioneers and Legends*, by Jonah Winter introduction by Bruce Markusen Rodriguez. They will complete the “Baseball” journal page (see appendix 2). They will draw and write a fact that they learned about Latino baseball players.

**Closing:**  
*Remember, today we learned about Latino baseball.*

### **Lesson 5: Baseball Player Cards**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

#### **Materials:**

- Chart Paper
- Markers
- Baseball Card Template (see [appendix 2](#))

**Teaching Point:** Today we are going to make a baseball card. Explain to the students that they are going to pretend they are a baseball player. Students will create a card by completing the baseball card template. Explain to the students that a baseball card is a trading card relating to baseball, usually printed on cardboard, silk, or plastic.

**Active Engagement:** The students will view explains of online baseball card. The teacher will model how to complete the baseball template (see appendix 2). They will create a baseball card.

**Closing:**  
*Remember, today we created a baseball card!*

### **Lesson 6: Baseball Game**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to

communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

**Materials:**

- Baseball Bat
- Baseballs
- Baseball Gloves
- Bases
- Helmets
- Video on *Epic Smile and Learn Sports: Baseball*, a video about baseball by Smile and Learn or any other book or video about baseball.
- Book on *Epic How to Play Baseball*, a book about how to play baseball by Julie Murray.
- Teacher Note: You may want to work with your school's gym teacher to assist with the baseball game.

**Teaching Point:** Today we are going to play a game of baseball as a class. Show the students the baseball video if needed (Video on *Epic Smile and Learn Sports: Baseball*, a video about baseball by Smile and Learn or any other book or video about baseball.) The students can also listen to the story *How to Play Baseball* by Julie Murray. Teacher will divide the class into two team. Example: Students can count off to create teams or pull numbers to create teams.

**Active Engagement:** The students will go outside to play a game of baseball.

**Closing:**

*Remember, today we played baseball!*

**Lesson 7: Clemente!**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

**Materials:**

- Nonfiction Anchor Chart (example, see [appendix 2](#))
- Chart Paper
- Markers
- Baseball Journal (see [appendix 2](#))
- Book: *Clemente!*, by Willie Perdomo This story about Latino Baseball Player named Clemente.

**Teaching Point:** Today we are going to learn about famous Latino baseball player named Clemente. The teacher will read the story Clemente. A biography is a book or a piece of writing that tells about a person's life. It is written by someone else It gives true facts about information about the person.

**Active Engagement:** The students will listen to the story *Clemente*. They will complete the “Baseball” journal page (see [appendix 2](#)). They will draw and write a fact that they learned about Clemente.

**Closing:**  
*Remember, today we learned about Latino baseball.*

### **Lesson 8: End of Unit Post-Test**

**Standard/Objective:** 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

**Materials:**

- “Baseball” Post-Test (see [appendix 2](#))

**Teaching Point:** Today we are going to learn about baseball. Ask students “What do you know about baseball?”

The teacher will have students complete the baseball post-test (see [appendix 2](#)). Teacher will remind students that they have been learning about baseball. Today you will show what you learned about baseball.

**Active Engagement:** The students will complete the “Baseball” post-assessment (see [appendix 2](#)). They will draw and write about what they have learned about baseball.

**Closing:**  
*Remember, today we learned about baseball.*

## **Appendix 1 Implementing Teaching Standards**

### **Reading Standards**

NC RI 1.1 Ask and answer questions about key details in the text.

NC RI 1.7 Use illustrations and details in a text to describe its key ideas.

NC RL 1.3 Describe characters, setting, and major events in a story using key details.

NC RI 1.1 Ask and answer questions about key details in a text

NC RI 1.2 Identify the main topic and retell key details of a text

NC RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

NC RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and

phrases in a text

NC RI 1.5 Know and use various text features to locate key facts or information in a text

NC RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

### **Social Studies Standards**

1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

### **Speaking and Listening Standard**

NC SL 1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.

NC SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

NC SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

### **Writing Standard**

NC W 1.1 With guidance and support, select a topic and use drawing, dictation, or writing to state an opinion about it.

NC W 1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.

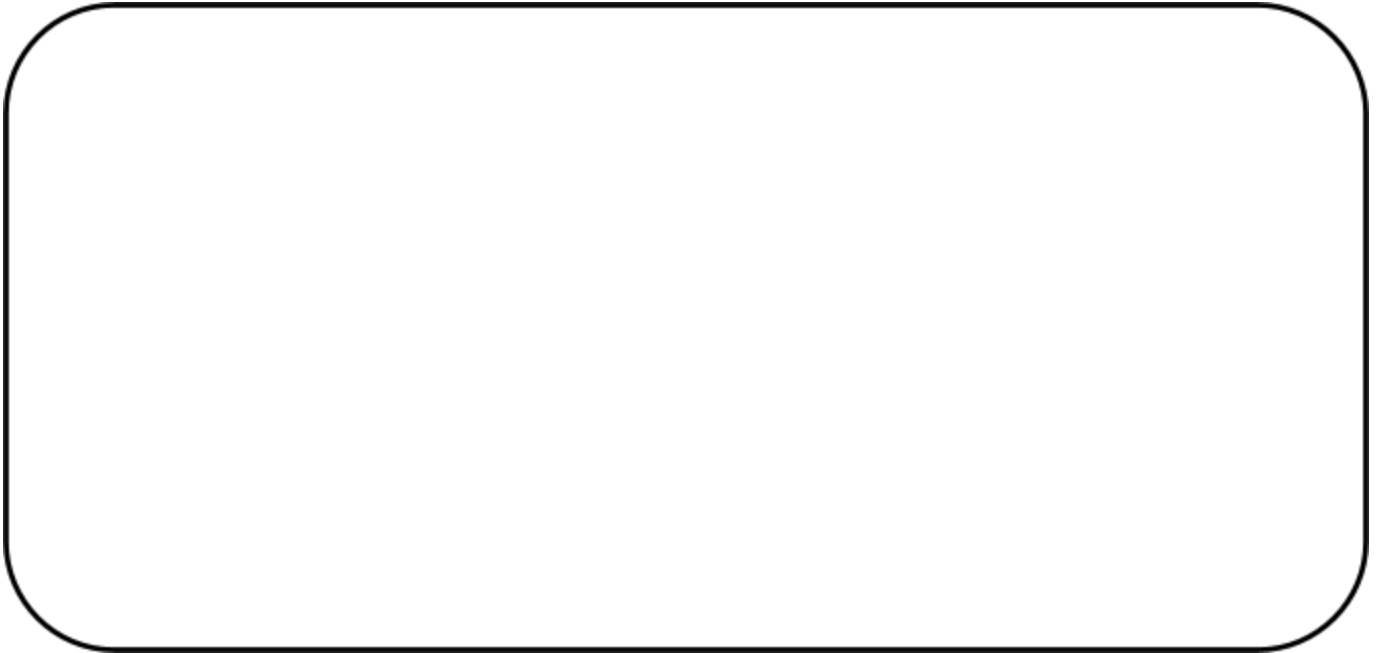
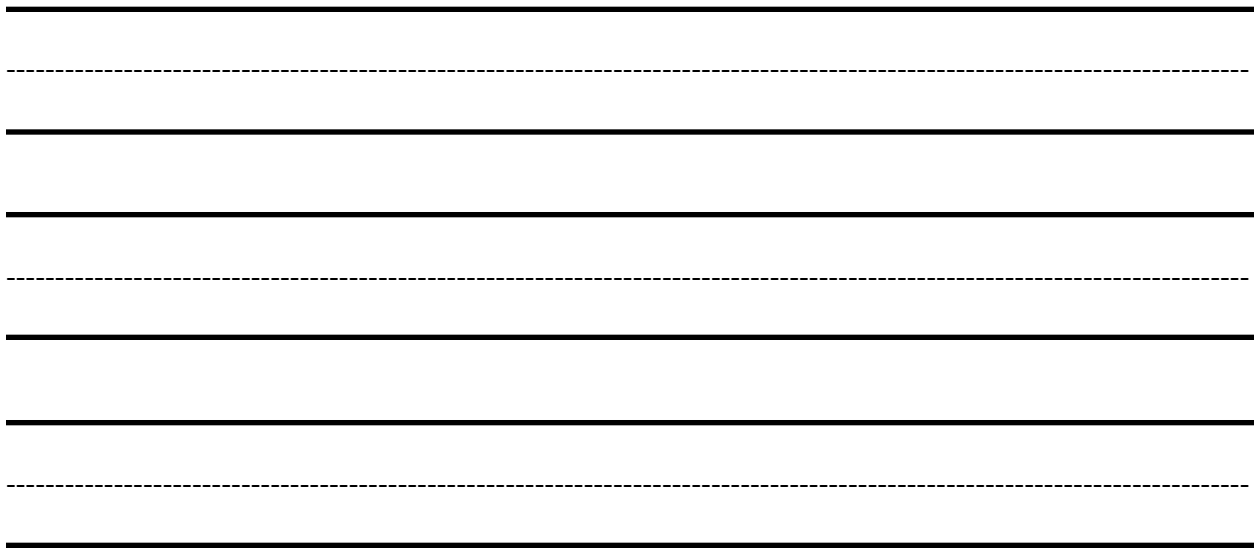
NC W 1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Appendix 2 Implementing the Unit**  
**Lesson 1 Pre-Assessment and Lesson 8 Post-Assessment**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Baseball**

Students will draw and write to tell about baseball.

A large, empty rounded rectangular box with a black border, intended for students to draw a baseball.Four sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

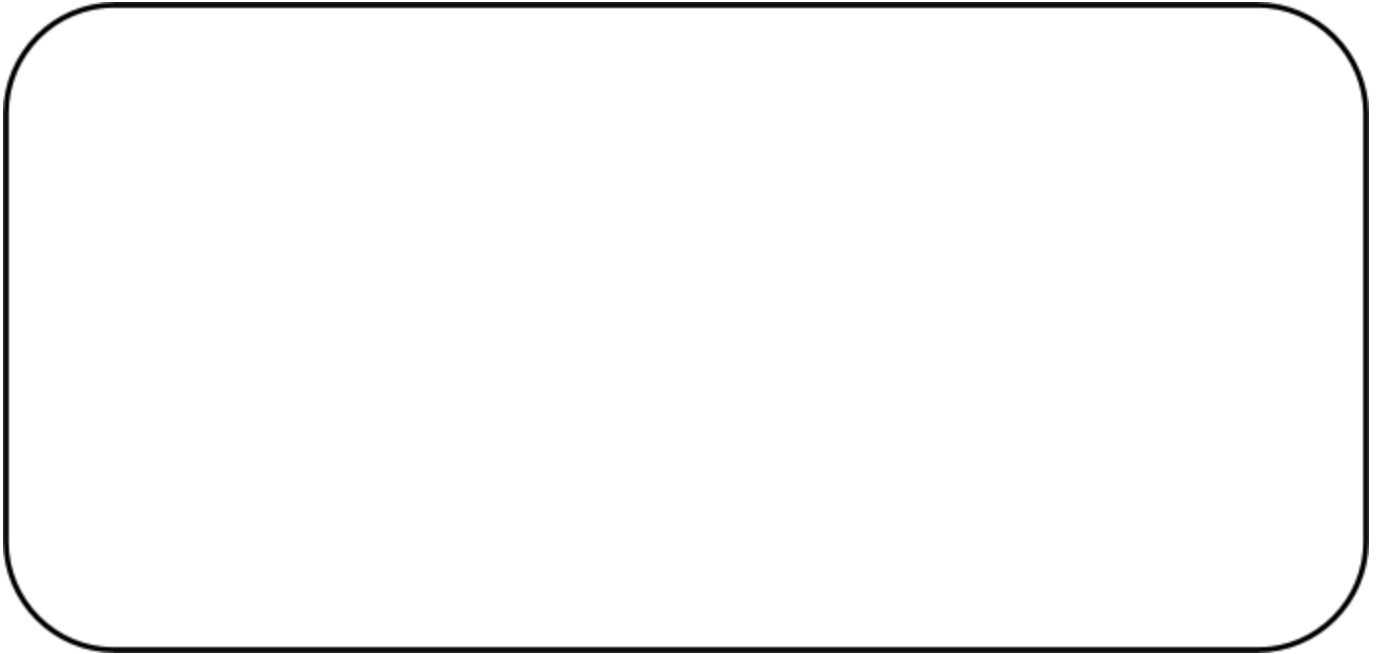
# My Baseball Journal

by \_\_\_\_\_

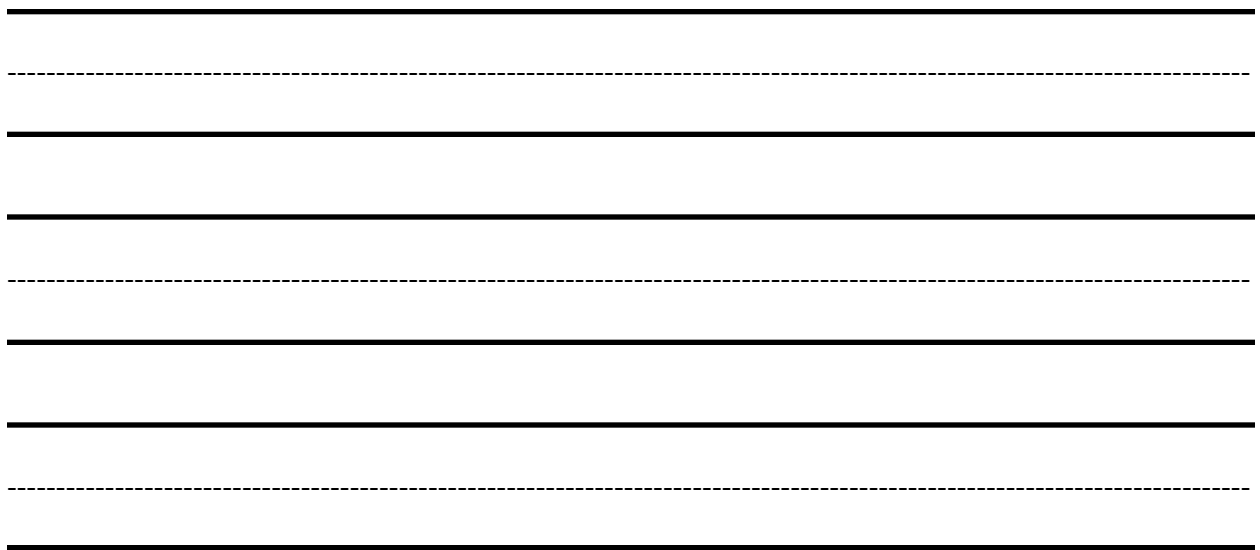
Name \_\_\_\_\_ Date \_\_\_\_\_

## Jackie Robinson

Students will draw and write to tell about Jackie Robinson.



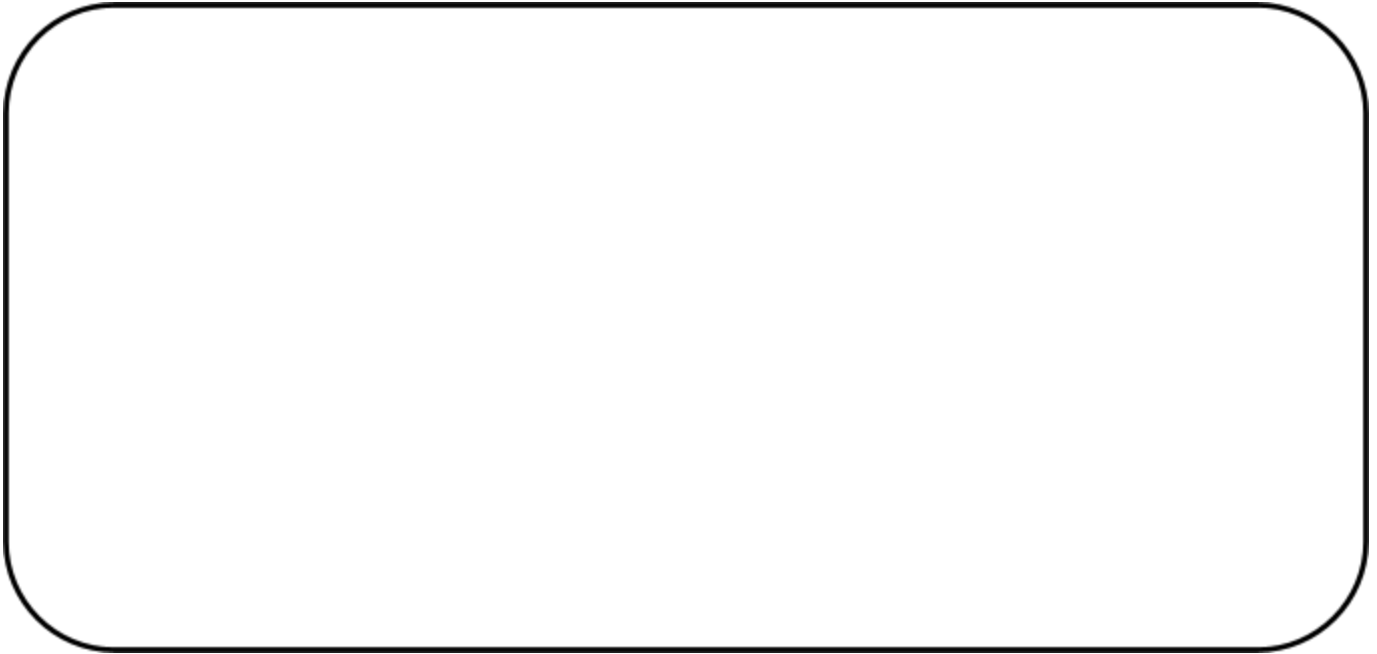
**Jackie Robinson ...**



Name \_\_\_\_\_ Date \_\_\_\_\_

## Negro League

Students will draw and write to tell about the Negro League.



**The Negro League ...**

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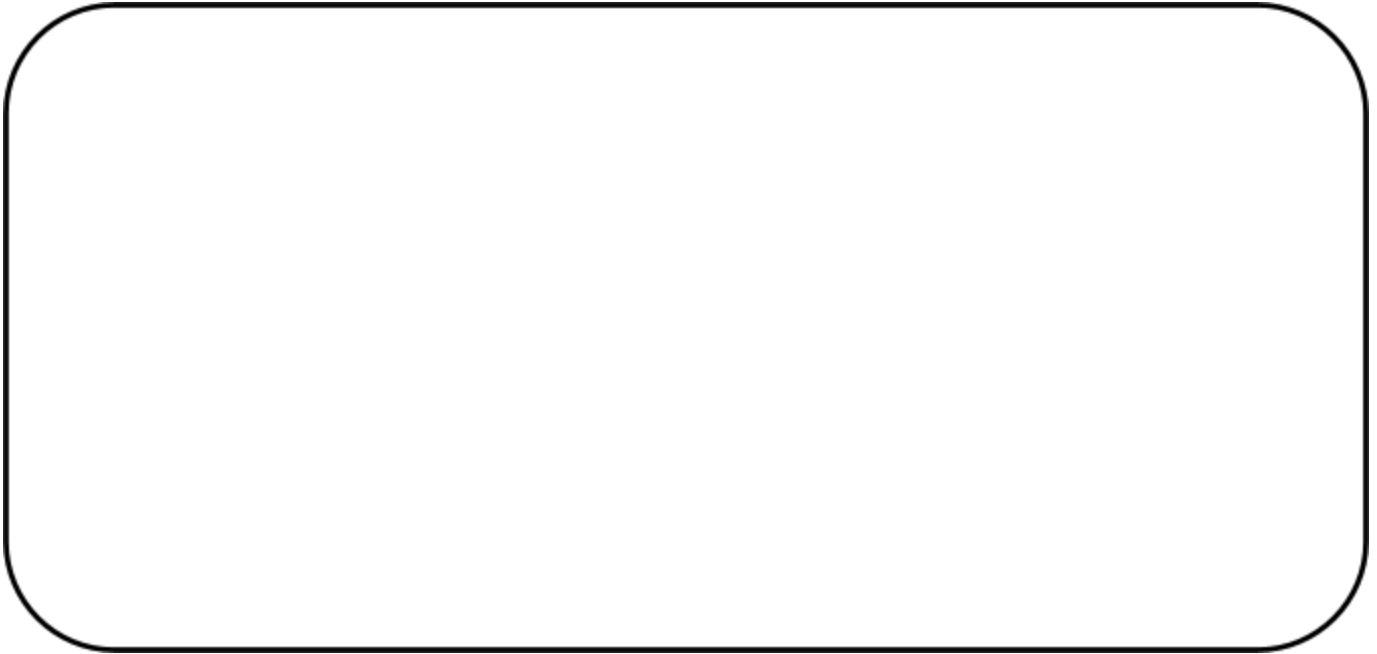
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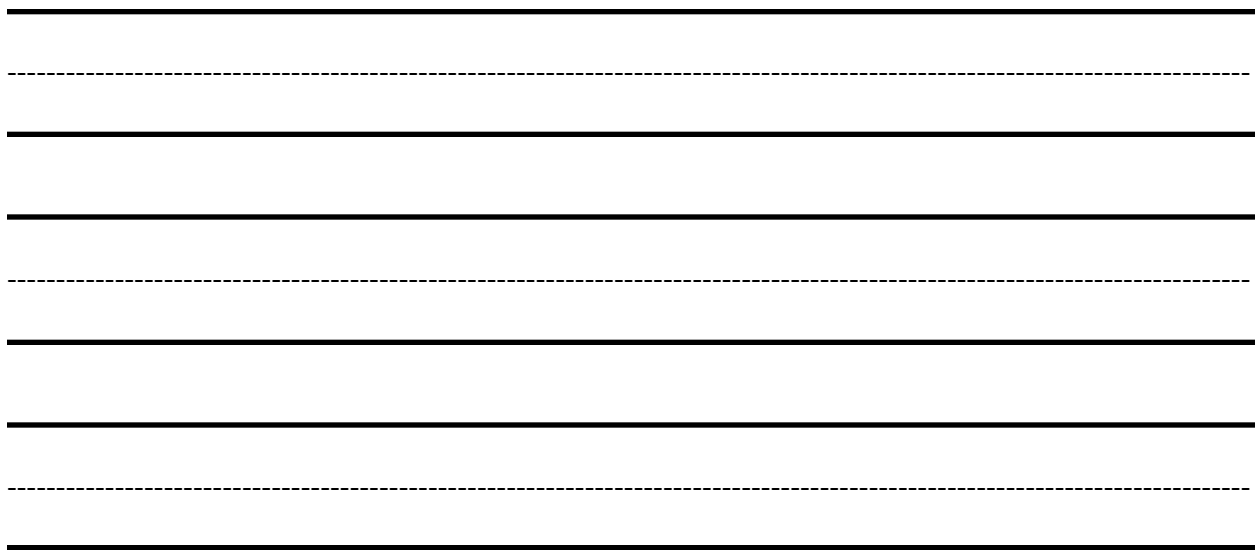
Name \_\_\_\_\_ Date \_\_\_\_\_

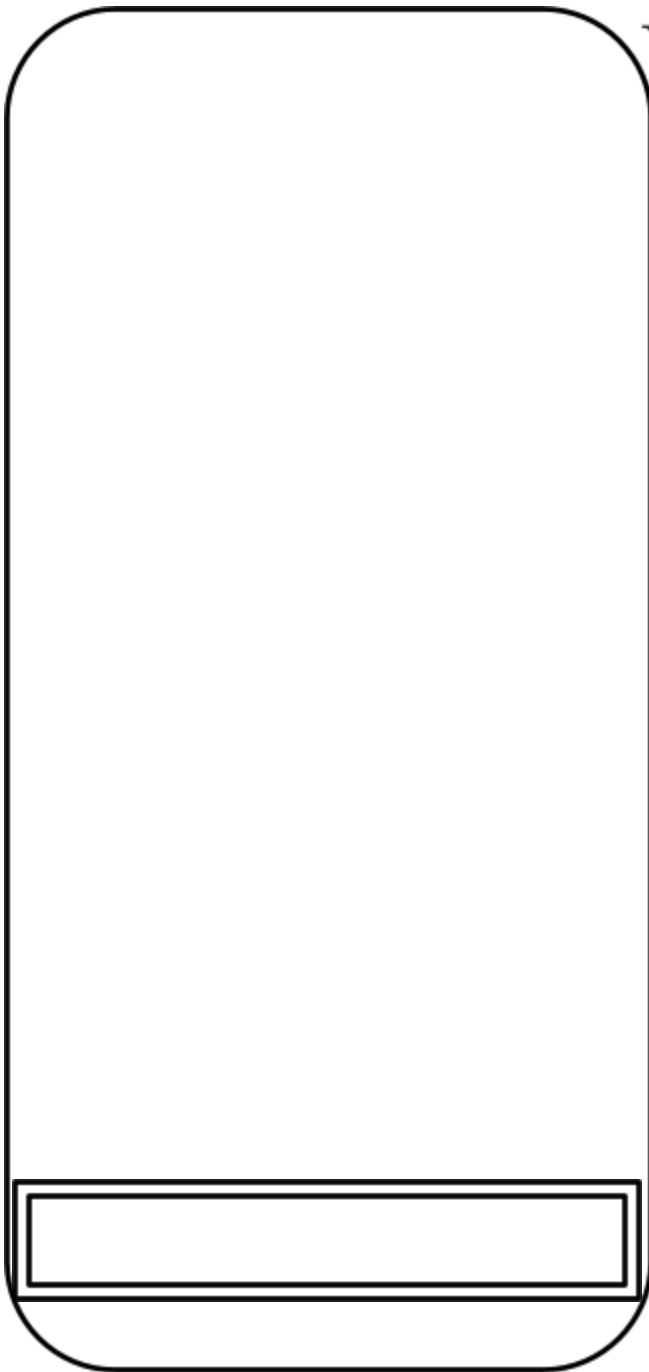
## Latino Baseball

Students will draw and write to tell about Latino Baseball.



Latino baseball ...





# Baseball Card

Name: \_\_\_\_\_

Birthday: \_\_\_\_\_

Hometown: \_\_\_\_\_

Family: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Famous For: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interesting Fact: \_\_\_\_\_

\_\_\_\_\_

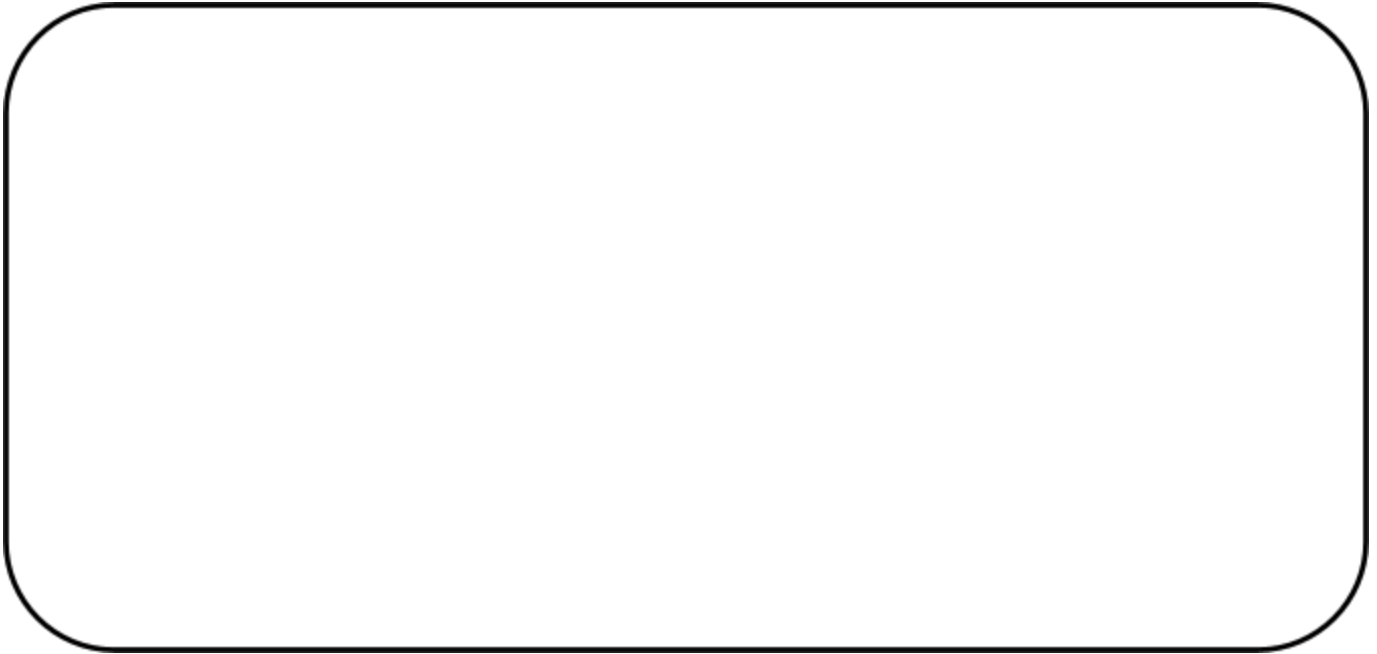
\_\_\_\_\_

\_\_\_\_\_

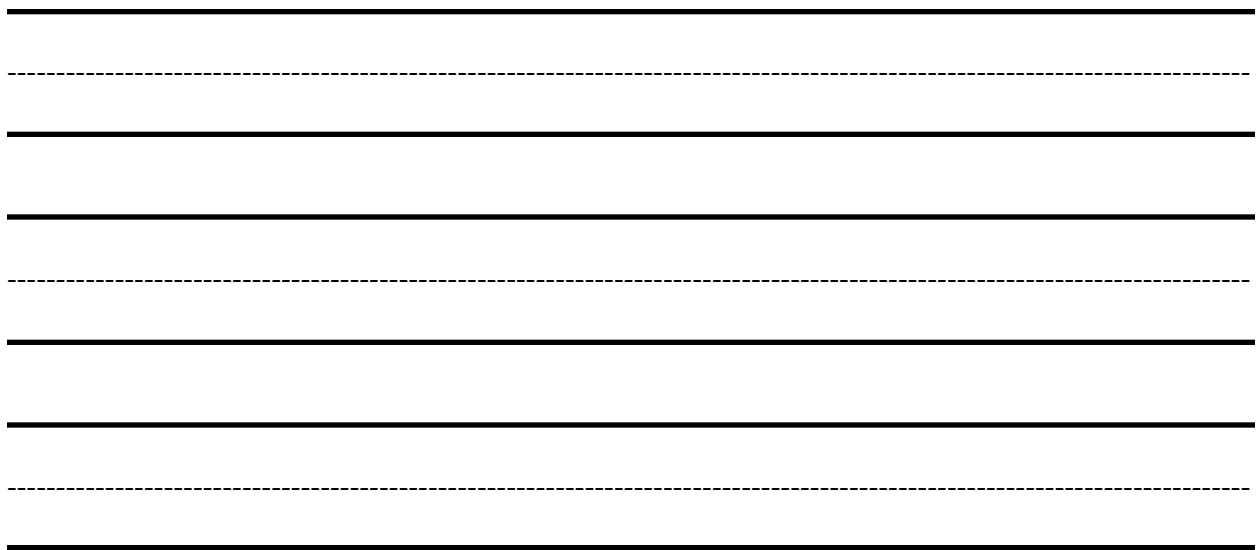
Name \_\_\_\_\_ Date \_\_\_\_\_

## **Clemente**

Students will draw and write to tell about Clemente.



**Clemente ...**



### **Appendix 3: Annotated Teacher Resources**

**Epic (Text available for free to educators on Epic! Online Library)**

getepic.com Video: [Smile and Learn Sports, 2019](#). This video is about how play baseball.

**Epic (Text available for free to educators on Epic! Online Library)**

getepic.com Book: [How to Play Baseball, 2019](#). This book is about the basic rules of baseball and what gear is needed to play baseball.

**Epic (Text available for free to educators on Epic! Online Library)**

getepic.com Book: [Jackie Robinson, 2019](#). *This book story about Jackie's life.*

**Epic (Text available for free to educators on Epic! Online Library)**

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Perdomo, Willie. *Clemente!*. New York, Scholastic, Inc., 2010

Winter, Jonah. *Beisbol! Latino Baseball Pioneers and Legends*. New York: Lee and Low Books Inc, 2001.