



**America's Favorite Pastime:
Analyzing the Cultural & Political Impact of The Negro National League**

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This curriculum unit is recommended for:
3rd grade Social Studies / Integrated Studies

Keywords: history, artifact, color-barrier, integration, segregation, Jim Crow, baseball, barnstorming, Negro National League, Major League Baseball, primary source, secondary source

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit students will explore and critically think about how race, access (or lack thereof) to resources, and legislation have impacted society through the lens of baseball. While examining these historical events, students will learn that the impacts of said events can be both positive and negative, and that there is more than one perspective on most stories. To drive student inquiry, the essential question this unit is based around is “How does the past influence the present?” Utilizing past and modern literature on the subject, historical artifacts, and local and national events, students will expand their critical thinking and enhance their knowledge of various topics. Topics including but not limited to, national and local baseball history, how African American players and players of color have influenced policy and politics, how Baseball is played globally, and women's influence in the sport. Generally, this unit guides students on an exploration about historical events that have impacted our community, state, nation, and even the world. This unit aligns with the North Carolina Social Studies standards of explaining the lasting impact historical events have had on local communities. Another aligned North Carolina Social Studies standard is the use of primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities. Students will use their student notebook to take notes and complete daily exit tickets that will serve as knowledge checkpoints.

I plan to teach this unit during the next school year to 21 students in 3rd grade.

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Jazmyne Capel

Introduction:

I work as a 3rd grade teacher for the distinguished Billingsville-Cotswold IB World School in Charlotte, North Carolina. Cotswold is an academically-driven community that strives for students to become lifelong learners. We encourage this by actively pursuing and facilitating academic and social competence in a multicultural environment. Cotswold has been officially authorized as an International Baccalaureate World School offering the Primary Years Programme. We are a Title I school with two separate campuses, Billingsville (K-2) and Cotswold (3-5).

As a room teacher, I will employ this unit during our Integrated Studies block during Social Studies. I will pilot this unit with my homeroom class this school year during Unit 4: Where We Are in Space & Time. This IB unit covers how our place in space and time is unique and relates to past and present events. This unit can be easily adaptable for other elementary school grades and other content areas such as Media/Technology and Literacy. Toward the end of the unit, I will conduct a student reflection in which students will provide feedback. I will present the unit, results, and feedback to our IB Facilitator with recommendations as an addition to our 3rd-grade curriculum planner.

Cotswold's student population consists of 327 students (African American, 40.7%; White, 34.3%; Hispanic, 16.8%; Two or more races, 6.4%; Asian, 1.5%; Native Indian or Alaska Native, $\approx 1\%$; Native Hawaiian or Pacific Islander, $\approx 1\%$). My third-grade classroom demographics consist of 35% African American/Black students, 25% White students, 30% Hispanic/Latino students, and 20% biracial/multiracial students. At Cotswold students are encouraged to be risk-takers and inquirers who develop understanding, tolerance, and an appreciation of diverse traditions and beliefs. I plan to nurture their development and identity by educating them on history using the topics they admire and can relate to, as well as introducing them to new topics of exploration.

A recurring goal I see with a lot of my students, especially African-American students and students of color, is a desire to become an athlete or work within the world of sports and entertainment. Even those who do not aspire to be professional athletes still play sports or take an interest in and revere certain professional athletes and celebrities in high regard. Many of the players explored throughout this unit can reflect many of the same characteristics, traditions, features, and personalities of my students. Many of my students play sports themselves, but were not familiar with the local baseball recreational services provided in Charlotte, like the Naomi Drenan Recreation Center. Baseball provides opportunities for a sense of belonging, comradery, problem-solving, and physical exercises.

With this Curriculum Unit, I want to foster an appreciation of the history of baseball and encourage students to try something new.

In this unit, students will explore sports segregation, political activism amongst players, historical teams and players from Charlotte, how Baseball is played across the world and in different demographics, and women's influence on the sport. While engaging in inquiry, critical thinking, research, communication, and self-management skills, students will learn that their voice and how they decide to use it matters. Ultimately, students will build an age-appropriate, understanding of race relations, past and present. With the overarching goal of dissecting the importance of equity and social justice in order to thrive in our increasingly global, multilingual, and multicultural society.

Content Research

According to the National Baseball Hall of Fame, baseball can be seen mentioned in print from as far back as the 1840s describing the mania around the sport. During the Civil War soldiers used the pastime as a diversion from their war-time reality. This pattern of behavior will be seen repeated throughout history. During World War I and World War II, hundreds of major league players served in the armed services. Resulting in a need for players and a morale boost for the American citizens. As women entered the workforce, they also stepped onto the baseball diamond. The All-American Girls Professional Baseball League (1943-1954) was founded to aid in bridging the gap in America's favorite pastime.

Even though African American men served in both wars, upon returning home, they still faced oppression and exclusion from several opportunities based on their race. Baseball was no exception. Even baseball superstar Jackie Robinson was once Lt. Jack Roosevelt Robinson. Robinson was actually court-martialed in 1944 and had he been found guilty, baseball and the Civil Rights would've looked vastly different. African Americans have been documented to have an extensive history of playing the sport. Major League Baseball historian John Thorn states that African-American ballplay was noted as early as 1773. In the *North Carolina Minerva* of March 11, 1797, a punishment of 15 lashes was specified for "negroes, that shall make a noise or assemble in a riotous manner in any of the streets [of Fayetteville] on the Sabbath day; or that may be seen playing ball on that day." while citing Tom Gilbert and Tom Altherr.¹ Jim Crow laws and an unwritten "gentleman's agreement" amongst Major League owners solidified African-American men's isolation from yet another opportunity. Black players organized their own teams and traveled countrywide to play the game. On February 13, 1920, a group of Black team owners met at a Kansas City YMCA to discuss a solution. This idea sparked the establishment of the Negro National League.² From enslaved people playing on plantations in the late 1700s to developing their own baseball league African American people have made a place in the sport.

¹ Thorn, John. "Did African American Slaves Play Baseball?" Medium, Our Game, 1 Feb. 2017, ourgame.mlblogs.com/did-african-american-slaves-play-baseball-1b63bed0fd26.

² Kelly, Matt. "The Negro National League Is Founded." Baseball Hall of Fame. National Baseball Hall of Fame. Accessed October 31, 2023. <http://baseballhall.org/discover-more/stories/inside-pitch/negro-national-league-is-founded>.

Although they had their own league, they were still at a disadvantage. The teams had to rent facilities to practice and play games in. African-American teams used the strategy of barnstorming as a means to play. Barnstorming is defined by the Negro League Baseball eMuseum as “When teams traveled from place to place, challenging local teams in small towns and rural areas.” White team owners took advantage of this deficit in resources and charged African-American players double, or triple the regular amount. While white teams played away games, Negro League players paid predatory prices to use the facilities. Due to paying extremely high prices to rent stadiums and fields, Negro League teams played several games on end to get all of their money's worth. This led to what we know now as night games. Negro League players often played in unpredictable conditions. Aside from racial intolerance, economics and establishing a monopoly were driving factors in keeping black and white players separate. By Popular Demand: Jackie Robinson and Other Baseball Highlights, the 1860s-1960s states that “Team owners knew that if baseball were integrated, the Negro Leagues would probably not survive losing their best players to the majors, major league owners would lose significant rental revenue, and many Negro League players would lose their livelihoods.”³

Eventually Negro League Stadiums started to become established throughout the states. Some significant stadiums include:

Forbes Field Location: Pittsburgh, Pennsylvania Teams: Pittsburgh Crawfords, Homestead Grays	World War Memorial Stadium Location: Greensboro, North Carolina Team: Goshen Red Wings	Yankee Stadium Location: Bronx, New York Team: New York Black Yankees	Hinchliffe Stadium Location: Paterson, New Jersey Team: New York Black Yankees
East-West Stadium (later known as Swayne Field) Location: Toledo, Ohio Team: Toledo Crawfords	Rickwood Field Location: Birmingham, Alabama Team: Birmingham Black Barons	Griffith Stadium Location: Washington, D.C. Team: Homestead Grays	Rendezvous Park Location: Kansas City, Missouri Team: Kansas City Monarchs
League Park Location: Cleveland, Ohio Team: Cleveland Buckeyes	Oriole Park Location: Baltimore, Maryland Team: Baltimore Elite Giants	Greenlee Field Location: Pittsburgh, Pennsylvania Team: Pittsburgh Crawfords	Agricola Stadium Location: Atlanta, Georgia Team: Atlanta Black Crackers
Bosse Field			

³ "Breaking the Color Line: 1940 to 1946: Baseball, The Color Line, and Jackie Robinson: Articles and Essays: By Popular Demand: Jackie Robinson and Other Baseball Highlights, 1860s-1960s: Digital Collections: Library of Congress." The Library of Congress. United States Legislative Information. Accessed October 31, 2023.
www.loc.gov/collections/jackie-robinson-baseball/articles-and-essays/baseball-the-color-line-and-jackie-robinson/1940-to-1946/.

Two notable stadiums that should be highlighted are the Hinchliffe Stadium & the World War Stadium. Situated in New Jersey's Historic District, Hinchliffe Stadium is one of the nation's last-standing Negro League Stadium. It is the first National Historic Landmark that honors baseball, and the only sporting venue within the boundary of a National Park. It is well known as the home of the New York Black Yankees, but it also hosted other teams such as the New York Cubans and the Newark Eagles. It is now the home to local and community sports teams.⁴ The World War Stadium was home to the Goshen Red Wings. The stadium was "completed" in 1926 and dedicated on the 8th anniversary of Armistice Day. Serving its function as a war memorial, the walls of the stadium feature rectangular bronze plaques with the inscribed names of eighty Guilford County men who died in the Great War.⁵ This again ties back to the theme of baseball and war and how the game was used amongst soldiers to keep fighting and build camaraderie. WW Stadium is the oldest active baseball park in the nation and is currently home to the North Carolina A&T Aggie Baseball team. The park has a plaque dedicated to Tom Alston and his contributions to the Red Wings, Greensboro, and the nation.

The Charlotte Black Hornets were a spectacular team for their time. QC Baseball History refers to Black Hornets games as a big community event. A vast variety of foods was shared, people of all walks were welcomed and fans, young and old alike gathered to commune in the ritual of the baseball game. The Charlotte Observer state interviewed family members of Negro League team owners Samuel Douglas and Pringle Ferguson who glowed as they recalled details about their memories at the games.⁶

The North Carolina Social Studies standards heavily indicate the need to develop and master the ability to describe how local events and people affect the present, looking at events told from different perspectives and understanding why history is important. Walter "Buck" Leonard and "Tall" Tom Alston are two former players who are directly from North Carolina. Leonard was once dubbed the "Black Lou Gehrig", to which he took as a compliment. Throughout the seminar I learned more about Leonard and his accomplishments such as holding the record for playing 11 East-West All-Star Games, holding the title for the longest term of service for a player with one team, and his civil right and Negro League advocacy. Leonard grew up in Rocky Month, NC, and was elected into the Baseball Hall of Fame in 1972.⁷ After his quick stint with the Brooklyn Royals, Leonard spent 15 years playing first base with the Homestead Grays. Leonard wasn't able to get a high school diploma until the age of 52, because his hometown didn't have a high school that allowed education for African-Americans. This strongly relates to our school's curriculum as we spend the first quarter of the year exploring access to education around the world, through past and present.

⁴ HinchliffeStadium. "Baseball." HinchliffeStadium. <https://www.hinchliffestadium.com/stadiumfacts>.

⁵ BallparkBrothers. "WorldWarMemorialStadium." BallparkBrothers. <https://www.ballparkbrothers.com/world-war-memorial-stadium>.

⁶ QC Baseball History. "The Charlotte Black Hornets." QC Baseball History. <https://qcbaseballhistory.jimdofree.com/teams/clt-negro-league-baseball/charlotte-black-hornets/#:~:text=The%20Charlotte%20Black%20Hornets%20were,was%20a%20big%20community%20event>.

⁷ "Buck Leonard." Baseball Hall of Fame. National Baseball Hall of Fame. Accessed October 31, 2023. <http://baseballhall.org/hall-of-famers/leonard-buck>.

Alston, a former North Carolina A&T player, later went on to play for the Greensboro Red Birds. He later played in Canada on a C team. He eventually found himself in Portsville, CA, playing for the San Diego Padres (A Team). Though Alston felt as though he never reached his full potential he was never afraid to voice his opinion. He highlighted his experience with the difference in accommodations and how poorly he was treated while traveling with his teams.

Other African-American players I spent time researching and learning more about during the seminar were Hank Aaron and Curt Flood. Two game-changers in their own right, Aaron and Flood played a heavy part in baseball looking the way it is today. After seeing Jackie Robinson give a speech, he decided to pursue baseball and become a player in MLB. With dedication and passion, he found himself playing at a notable level. He even played with the semi-pro team Black Bears while still in high school. At 18, he was playing for the Indianapolis Clowns (one of the last of the teams in the Negro Baseball League) Boston Braves (1952). Aaron played in his first major league game with the Milwaukee Braves in 1954. He went on to make a major name for himself and cement his name in the history books. "Hammerin Hank " became the player to beat Babe Ruth's home run record. Other notable achievements of Aaron include: Awarded Presidential Medal of Freedom from President Bush (2002) The NAACP Legal Defense Fund awarded him the Thurgood Marshall Lifetime Achievement Award (2005); the organization also established the Hank Aaron Humanitarian in Sports Award.

Flood, an amazing athlete, would become known to be the "Centerpiece of the sports world". Because of his willingness to challenge the system of organized baseball a history-changing decision would cause baseball to be changed forever. Organized baseball had a long history of violating player's rights, especially players of color. Later he decided to challenge his contract and battle the League stemming to the U.S. Supreme Court. Flood became one of the highest-paid athletes of the time and permanently changed the amount of agency baseball players had. His actions affected how contracts were negotiated and helped to establish the no-trade clause and automatic free agency. The Major League Baseball Players Association annually honors him and his efforts in player advocacy and human rights with The Curt Flood Award. It is a part of the MLBPA's annual Players Choice Awards and is given to "a former player, living or deceased, who in the image of Flood demonstrated a selfless, longtime devotion to the Players Association and advancement of Players' rights."⁸

Jackie Robinson is the most highly recognized African-American player globally. His contributions to the sport and political activism are celebrated worldwide. Robinson's legacy is permanently stamped in the Baseball Hall of Fame. Jackie Robinson's bravery was championed by African-American people and became a key symbol of equality during the Civil Rights Movement in the 1960s. Robinson's contributions to baseball led to Hank Aaron making history and becoming a symbol of African-American progress in the 1960s and '70s. In 1971, the Pittsburgh Pirates fielded MLB's first all-Black lineup, and a little more than three years later, the

⁸ "MLB Players Association Curt Flood Award." MLB Players Association, <https://www.mlbplayers.com/curt-flood-award#:~:text=Curt%20Flood%20made%20three,in%20the%20fall%20of%201969> (accessed 19 October 2023).

majors' named their first African-American manager, Frank Robinson.⁹ In 1960, Robinson campaigned for Nixon's presidential bid because he believed the vice president would be a better advocate of civil rights than Democrat John F. Kennedy. Four years later, however, he would disavow Sen. Barry Goldwater and the entire GOP because of their lack of support for the Civil Rights movement. Robinson amplified his voice to advocate for injustices across the nation. One way he talked to the people was through his news column "Jackie Robinson Says."¹⁰ Jackie Robinson became one of the most well-known athletes and continues to be known and celebrated as an athlete, and advocate of education and social justice. He is also the ONLY player to have his number retired across all of baseball. Although this was a large stride for player equality and racial equality, the fears that fan interest would stray away from the Negro League as African-American players left for MLB. The league fans once highly commemorated were quickly losing steam.

To re-establish interest in the dying brand Negro League teams recruited women to join the team in the hope to garner attention and draw attention to the fleeing fans headed to newly integrated MLB games. Women's impact struck in 1943 when the All-American Girls Professional Baseball League (AAGPBL) was created by the Chicago Cubs owner Phil Wrigley. Although in 1904, 16-year-old Amanda Clement became the first female ever paid to umpire a baseball game, they weren't welcome into the dugout until almost 40 years later. To increase patriotism in the nation amid World War II white women were selling tickets and making a name for themselves on the field. Similar to the racial climate of baseball black women were excluded and barred from playing in the AAGPBL.

The Negro League was integral in the development of America's favorite pastime but wouldn't have had the room to flourish if not for a place that didn't have segregation, like Cuba. White, Latino, and African-American players spent the off seasons of the early to mid-1900s training together in Cuba. This created a melting pot of playing styles and abilities. The Spring Baseball in Cuba article describes an event of both women and men training together.¹¹ The 1947 Brooklyn Dodgers and the All-American Girls Professional Baseball League (AAGPBL) both spent Spring Training in Cuba. Cuba has a rich baseball history. After being introduced to Latin America in the mid-1800s, Cuba was one of the first countries to organize a league outside of the United States. After the Cuban Revolution in 1960, President Fidel Castro banned all professional sports as he believed the successes should be shared amongst the citizens and not the individual. Due to this decision players had to find new careers or find other ways to profit off of baseball. This produced a dilemma for players: play in Cuba for little to no money or to

⁹ "Baseball History, American History and You." Baseball Hall of Fame. National Baseball Hall of Fame. Accessed October 31, 2023. <http://baseballhall.org/baseball-history-american-history-and-you>.

¹⁰ Moore, Louis. "Baseball and Civil Rights: Jackie Robinson's Activist Impact." PBS. Public Broadcasting Service, November 14, 2022. www.pbs.org/wgbh/roadshow/stories/articles/2022/11/14/baseball-and-civil-rights-jackie-robinsons-activist-impact#:~:text=In%201960%2C%20Robinson%20campaigned%20for,for%20the%20Civil%20Rights%20Act.

¹¹ Campbell, Meaghann "Spring Training in Cuba." National Baseball Hall of Fame. <https://baseballhall.org/discover/shortstops/spring-training>.

defect to a neighboring country. To this day Cubans take great pride in the game of baseball and consider it a part of their cultural identity.¹²

The first woman to play in the Negro League was Toni Stone, then Pollack, after signing with the Indianapolis Clowns in 1953. Growing up in St. Paul, Minnesota, Stone always loved to play the game with the boys. By the age of 16, she was pitching for a semi-pro team, the Twin Cities Colored Giants. She played with two more semipro teams, the San Francisco Sea Lions and the New Orleans Creoles, before agreeing to play second base for the Clowns and becoming the first woman to play in the Negro American League. Stone faced heavy misogyny from her teammates and fans. Being belittled and feeling othered throughout her tenure on the Clowns, Stone only played 50 games of the 175-game season. After her year contract, she was traded and replaced. Pollack next signed 19-year-old Connie Morgan to replace Stone. The athletic Morgan had previous experience playing sports. She played five seasons with the women's North Philadelphia Honey Drippers and basketball for the Rockettes. The Baseball Hall of Fame describes Mamie "Peanut" as "an excellent all-around athlete born in South Carolina who reportedly was the first girl at her Long Branch High School (New Jersey) to play football, basketball, and baseball. In 1953, the 18-year-old Johnson went to Washington for a tryout with the All-American Girls Professional Baseball League."¹³ After having a negative experience at the AAGPBL tryouts, she directed her talents to the men's baseball. Despite her petite stature, Johnson found a men's semi-pro team that did want her, which is where a scout for the Clowns saw her and recommended her to Pollack.

Baseball is highly popularized in several other countries such as the Dominican Republic, Venezuela, South Korea & Japan. There is speculation about when or who introduced the game to the beautiful island, but it is said that Cuban migrants introduced the game to locals. Dominicans quickly adopted the game and created their personalized playing styles. Professional baseball was officially established on the island in 1951. The Dominican Republic sends the highest number of players to the MLB compared to other countries. The second country would be Venezuela. Venezuela's baseball history was heavily shaped by Cubans and Americans. Venezuela saw a rise in Cubans following the new cigar factory that opened in the late 1800s. Locals were excited by the employees who played the foreign game while on breaks to pass the time. Decades later American workers followed oil companies to Venezuela where baseball would quickly become a craze. The success in Japan can be attributed to an American teacher, Horace Wilson, and Japanese railroad engineer Hiraoka Hiroshi. Wilson, an American-born English teacher, in Japan, introduced the sports of baseball and basketball to encourage more physical education and wellness. Hiraoka Hiroshi, who studied in America, brought back official rule books upon his return to his home country. When Japan took over control of Korea, baseball's popularity spread like wildfire. Even after the country was split in two, their passion for baseball did not waiver. The Korean Baseball Organization (KBO) played its first season in 1982. The KBO does not segregate players, however, there are rules prohibiting the number of foreign-born players to three per team. Notably, no two can be on the field simultaneously. The

¹² Singleton, Chris, and Dean Burrell. "Baseball around the World: How the World Plays the Game." Bushel & Peck Books, 2022.

¹³ Rosengren, John. "Toni Stone, Connie Morgan and Mamie Johnson Blazed a Trail for Women in the Negro Leagues." Baseball Hall of Fame. National Baseball Hall of Fame. Accessed October 31, 2023. <http://baseballhall.org/discover/baseball-history/toni-stone-connie-morgan-and-mamie-johnson-blazed-trail-for-women-in-negro-leagues>.

future of baseball is brighter than before. As noted by Burrell & Singleton¹⁴, as of today Little League Baseball has 200,000 teams and is played in over 80 countries.

African-American players and players of color's contributions to the sport are often overlooked and portrayed as a footnote in their own story. Baseball is American history, and all sides of history must be told to understand and appreciate it and the present fully. Former MLB Properties President Richard E. White once said “We can never correct the injustices of the past, but we can educate today's fans and consumers about a significant era in American sports.” Baseball can serve as an ideal landscape to cultivate conversation, thought, and action. This research will provide a foundation to create PowerPoint presentations, lectures, and talking points, amongst other teaching tools to facilitate thought-provoking dialogue with students

¹⁴ Singleton, Chris, and Dean Burrell. “Baseball around the World: How the World Plays the Game.” Bushel & Peck Books, 2022.

Instructional Implementation

Teaching Strategies: picture walk, student-led inquiry, anchor charts, stop and think, videos, inquiry groups, rubrics, news articles, read aloud.

Picture walk: Picture walks are short durations of time spent looking at pictures in a book or article. You can use this to provide context to a topic you are discussing or as a critical-thinking exercise for students to use context clues to answer questions.

Student-led inquiry: Student-led inquiry promotes engagement and participation. Supporting student-led inquiry and action also promotes self-efficacy, reflection, and self-management.

Anchor charts: Throughout this unit, the class will create several anchor charts. They will be placed around the room, and available for students to refer to as they work throughout the unit.

Stop & Think: Stop & Think is an exercise to allow students to take a moment to critically think about a question and take time to construct an answer to share with the class, group or neighbor.

Videos: Videos will be utilized to provide further context and other accounts of history.

Rubrics: Rubrics will be used for equitable grading amongst students.

News articles: News articles will be utilized to provide further context and other accounts of history.

Read Aloud: To engage students in the reading process, I will read along with choosing volunteers to read texts aloud.

Building Background: Lessons 1-3 will be used to help establish a basic understanding of baseball's history, past segregation in the sport, and the historical impact of the breaking of the color barrier.

Student Research & Presentations: In lessons 4-6 students will conduct individual and group research on local teams and players involved in the Negro National League. For Lesson 7 students will complete a summative assessment (based on lessons 1-6). During lessons 8 - 13 students will learn about the world of baseball post integration. These lessons will primarily revolve around the social and political climate of the game at the time of Robinson's signing, baseball around the world, and the contributions of women and children in the game. Students work in groups to add to their prior research to conduct their final project.

Exit Tickets & Mid-Unit Assessment: Exit tickets in their Student Notebook will be used at the end of each lesson to assess students' knowledge learned. Mid-unit assessment will cover lessons 1-6.

Student Notebook and Exit Tickets can be found under [Appendix 2](#).
Mid-Unit Assessment can be found under [Appendix 3](#).

End of Unit Knowledge Check: To reflect on what the students have learned they will take part in a group research project and an individual summative assessment (based on Lessons 1-13). For the first half, students will utilize their Unit Notebook and research skills to design a jersey, hat, or poster dedicated to a past or present MLB, Negro League, or women-led team. They will be required to present their artwork and research findings of the team, including if any players made it to the MLB, why they chose that team/player, and how the elements of their artwork relate to the team/player's history. The second half of the end-of-unit assessment will be a compilation of multiple-choice, short-answer, and matching questions.

The jersey Template can be found under [Appendix 4](#).
The design rubric can be found in [Appendix 5](#).
The assessment and rubric can be found in [Appendix 6](#).

Lessons & Assignments

Lesson 1: Provocation & Baseball Intro

Learning Targets: Students can explain why it is important to study history. Students can explain the influences leading to the creation of the Negro National League.

Engage: You will need to make a large KWL chart (see [Appendix 8](#) for example) for this lesson. Pose the question, “What does history mean to you?” and discuss it as a class. Have students write down 1 thing they know about what history is and why it is important on a sticky note. After, watch the video ‘What is history? Why is history so important?’ and discuss what they noticed. Using shared reading, have some students read aloud the definitions of primary sources, secondary sources, resolve, and history. As a class collaborate to note examples of each in the notes section of their Student Notebook (See [Appendix 2](#)).

Explore: Ask students if they have any prior knowledge or experience with baseball. Debrief the longstanding history of baseball in America, including how it was integral in keeping hope and camaraderie amongst servicemen, how black players were excluded post-war, and the establishment of the Negro National League. Allow students time to browse the [Baseball | Kids Britannica](#)¹⁵ (online database) and write one more sticky note to add to the classroom KWL chart about what they want to learn.

Evaluate: Students will complete exit ticket #1 in their Student Notebook (See [Appendix 2](#))

Lesson 2: Negro National League

¹⁵ "Major League Baseball Properties Introduces a Pro Bono Negro Leagues Licensing Program." Winston-Salem Chronicle, April 21, 1994, pp. 6–8.

Learning Targets: Students can explain the importance of the Negro League. Students understand that historical events have an impact that can have lasting transformations on a community.

Engage: Give students 3 minutes to talk with a partner close to them about what is an activity or competition they believe that boys and girls should not be separated for. Example: Sports or award shows. After sharing answers, ask them “What if you had to be separated from someone because of the color of your skin or your ethnicity?” Give them 5 minutes to write a response in the notes section of their Student Notebook (See [Appendix 2](#)). Using shared reading, have some students read aloud the definitions of artifact and segregation. As a class collaborate to make a T Chart (See [Appendix 8](#)). Before starting lecture play the “History of Negro League Baseball”¹⁶ video for the class (can be found in [Appendix 7](#)).

Explore: For this lesson students will learn about the events that lead up to the establishment of the Negro National League. Although they had their separate league it was far from equal. Many teams did not have their own place to practice or host games. Explore the history of African-American teams having to rent facilities from white team owners in order to play. Emphasize the increasing economic gap between white players and players of color.

Evaluate: Students will complete exit ticket #2 in their Student Notebook (See [Appendix 2](#))

Lesson 3: Negro National League

Learning Targets: Students can explain the significance of World War Memorial Stadium. Students understand that historical events have an impact that can have lasting transformations on a community.

Engage: Connect with students by starting with the question “Does anyone play recreational sports or travel ball?” Set the scene for them, they are in the early 1900s, traveling to 4 states away to play, not one game, but 8 games! Explain the reality of barnstorming and games going for hours on end due to the price gouging of white team owners.

Explore: Black players rented playing spaces due to limited access to facilities. One of the last standing Negro League stadiums is Hinchliffe Stadium in Paterson, NJ. World War Stadium in Greensboro, NC was home to Red Wings and is now under the care of North Carolina Agricultural & Technical State University, is a prominent historically black college and university. Compare pictures of both stadiums in the past and the present. Ask students to elaborate on what they notice and what they wonder.

Although baseball was not segregated in Cuba, Mexico, and other parts of Latin America, many African-Americans played baseball there in the winter as well as in Negro Leagues in the United States in the summer. A compelling question to help guide the lesson is “Why would white team owners be resistant to integrating baseball?” Provide the students with 30 minutes to

¹⁶ Black History in Two Minutes or So. "The History of Negro League Baseball." YouTube. <https://youtu.be/GF3VZW72LO8>.

collaborate as groups of 3-4 to discuss the compelling question. Students will write independent constructed responses in their student notebook for exit ticket #3.

Evaluate: Students will complete exit ticket #3 in their Student Notebook (See [Appendix 2](#))

Lesson 4: Charlotte History

Learning Targets: Students can explain the importance of the Charlotte Black Hornet (formerly ‘Presbyterians’) moving from Portsmouth, Virginia to Charlotte, North Carolina. Students understand that historical events have an impact that can have lasting transformations on a community.

Engage: Ask students if they know the name of their local baseball team. Students will explore the different teams (college, non-professional, and professional) that played in Charlotte during their heyday. Split the classroom into 3 groups, assign each group a video ([Refer to Appendix 7](#)), and give them 25 minutes to discuss the information as a group and note what they learned, important names, and events to present to the class.

Explore: As a class read [WCNC News](#)¹⁷ (news article) and explore an oral history of the Charlotte Black Hornets and how their absence led to the Charlotte Knights (formerly the Orioles). Students will write independent constructed responses in their student notebook for exit ticket #4.

Evaluate: Students will complete exit ticket #4 in their Student Notebook (See [Appendix 2](#))

Lesson 5: Local Players / Walter “Buck” Leonard & Tall Tom Alston

Learning Targets: Students can explain how access to education for African-American citizens has changed in America. Students understand that historical events have an impact that can have lasting transformations on a community.

Engage: Start a discussion by asking students “How does where you live affect the education you receive?”

Explore: This lesson will highlight two local Negro League players Walter “Buck” Leonard and Tall Tom Alston. Buck Leonard was a first baseman who was elected into the Baseball Hall of Fame in 1972. He is originally from Rocky Mount, NC. Students will learn about his past, and history with education and civil rights advocacy. Tom Alston was a college player at North Carolina A&T until going to the big leagues. Alston used his voice to highlight his experience and the difference in accommodations compared to white players. He was also vocal about how he was treated while traveling with his teams.

¹⁷ Carboni, Nick. "Charlotte Knights to Honor Local Negro League History." WCNC Charlotte. WCNC Charlotte, April 14, 2023.

www.wcnc.com/article/sports/charlotte-knights-will-pay-tribute-to-local-negro-leagues-team-with-uniform/275-e51cc00f-e584-4924-b28b-0282a1bd997e.

Evaluate: Students will complete exit ticket #5 in their Student Notebook (See [Appendix 2](#))

Lesson 6: Breaking the Color Barrier / Jackie Robinson

Learning Targets: Students can explain how Jackie Robinson's signing to the Dodgers changed history. Students understand that historical events have an impact that can have lasting transformations on a community.

Engage: Students will begin by watching the Jackie Robinson BrainPop¹⁸ video ([Refer to Appendix 7](#)) and I will project the questions for the pop quiz (that is given through BrainPop) and have students write their answers on a notecard as I read the questions.

Explore: During this lesson, we will explore and further discuss the different reasons why team owners did not want to integrate baseball, the key players and managers that were essential to breaking the color barrier, and Jackie Robinson's legacy.

Evaluate: Students will complete exit ticket #6 in their Student Notebook (See [Appendix 2](#))

In lesson materials: [Jackie Robinson \(BrainPop\)](#)

Lesson 7: Performance Task | Mid-Unit Knowledge Check

Evaluate: Using multiple choice, matching, and short answer questions, students can demonstrate how events can impact the local community. Students understand that historical events have an impact that can have lasting transformations on a community.

Lesson 8: Baseball Players Political Activism Continues

Learning Targets: Students can explain the importance of athletes who were politically active and have contributed to the development of the local community. Students understand that historical events have an impact that can have lasting transformations on a community.

Engage: Begin class analyzing the news clip (See Appendix 9). Start reading the article and ask for volunteer readers. Choose keywords to discuss with the class. Examples: merchandise, licensing, Foundation. The class will then discuss the quote “We can never correct the injustices of the past, but we can educate today's fans and consumers about a significant era in American sports.” and what it means to them.

Explore: In this lesson, students will explore different ways baseball players or teams used their platforms to stand up for the things they believe. Examples being used will range from Jackie Robinson calling out President Kennedy, his news column “Jackie Robinson Says”, Youth March for Integrating Schools (‘58 Greenville, SC), Tom Seaver being criticized for voicing opposition

¹⁸ <https://www.brainpop.com/socialstudies/famoushistoricalfigures/jackierobinson/>

to the Vietnam war, Blue Jays Carlos Delgado “God Bless America” and the MLB pulling the All-Star game out of Georgia.

Evaluate: Students will complete exit ticket #8 in their Student Notebook (See [Appendix 2](#))

Lesson 9: Post-Breaking of the Color Barrier / Hank Aaron & Curt Flood

Learning Targets: Students can explain the differing viewpoints about why players did or did not fight to change their contracts. Students can use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Engage: An essential question to start class with is “How do you think the major leagues were affected by integration? What do you think happened to the Negro Leagues as a result of integration?”

Explore: For this lesson, students will explore two (post-integration) players Hank Aaron & Curt Flood. Both of these players were instrumental in baseball being the game it is today and how they impacted America. Articles students can use for extending learning and research can be found in [Appendix 7](#).

Evaluate: Students will complete exit ticket #9 in their Student Notebook (See [Appendix 2](#))

Lesson 10: Black Players in Cuba

Learning Targets: Students can use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Engage: Start the lesson by referring back to previous lessons and how we discussed Cuba being a large training ground for players, especially Negro League players. Pose the question “What do you think the culture of baseball is like in Cuba?”

Explore: In this lesson, students will further explore Cuba’s history with baseball. We will cover the Cuban Stars, players practicing in Cuba during the summer, the integration of baseball prior to Jackie Robinson, and baseball in Cuba now. Using the resource *Baseball Around the World: How the World Plays the Game*¹⁹ students will complete the Cuba section of lesson 10 in their Student Notebook (See [Appendix 2](#)).

Evaluate: Students will complete exit ticket #10 in their Student Notebook (See [Appendix 2](#))

Lesson 11: How the World Plays the Game (Dominican Republic, Venezuela, South Korea & Japan)

¹⁹ Singleton, Chris, and Dean Burrell. *Baseball around the World: How the World Plays the Game*. Bushel & Peck Books, 2022.

Analysis of how the game of baseball is played around the world in Dominican Republic, Venezuela, South Korea & Japan. Use *How the World Plays the Game*²⁰ as a reference point and allow students to explore the book through picture walks and reading.

Analysis of how the game of baseball is played around the world in

Learning Targets: Students can use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Engage: Start the lesson by reviewing what students learned from the previous lesson and inquiring about what questions they still might have.

Explore: Before this lesson, you will need to set up four different stations. Each station will have information relating to a country and its history of baseball. Allow 40 minutes for this activity, providing a 30-minute warning, 20-minute warning, and 10-minute warning. The students will move from station to station to gather information for their notes and lesson 11 chart in their Student Notebook (See [Appendix 2](#)). After, give students 3 minutes to write down what they still wonder on a sticky note. Collect 5 questions and as a class research the answers. Have students lead in suggesting what methods to use for research (library text, internet, etc.) and how to find reliable sources for information. As you browse, have them raise their hands when they notice primary or secondary sources.

Evaluate: Students will complete exit ticket #11 in their Student Notebook (See [Appendix 2](#))

Lesson 12: Little League & Softball

Learning Targets: Students can use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Engage: Pose the question “What role do you think women played in baseball history?” to promote critical thinking and inquiry among students.

Explore: In this lesson, students will analyze the impact of black women, specifically Toni Stone, Mamie Johnson, and Connie Morgan, in the Negro League and the All-American Girls Baseball League on American baseball culture and globally. Highlight the increase in interest in Little League baseball and youth baseball. Videos and articles on this topic can be found in [Appendix 7](#).

Evaluate: Students will complete exit ticket #12 in their Student Notebook (See [Appendix 2](#))

Lesson 13: End of Unit Task One: Design Project & Presentation

Learning Targets: Students can demonstrate their understanding of how the past connects to the present. Students can explain the lasting impact historical events have had on local communities.

²⁰ Singleton, Chris, and Dean Burrell. *Baseball around the World: How the World Plays the Game*. Bushel & Peck Books, 2022.

Students can use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Engage: Students will use digital or craft materials and templates to develop a team jersey or team merchandise (hats, shirts, team posters, etc.). Students can choose a Negro League team, past or present MLB, international or women's team. The merchandise will need to include at least two symbols that represent something from their history. Students should be able to provide a clear reason as to why those symbols were chosen. Example: Honeycomb and Hexagons for Charlotte Black Hornets.

For the research presentation, students will need to provide at least 3 key pieces of background of the team or information about players chosen and if any players made it to the MLB. Students will present their research findings to the class including why they chose their respective team, and how the elements of their artwork relate to the team's history.

Evaluate: The rubric for this project can be found under [Appendix 5](#).

Lesson 14: End of Unit Task Two: Summative Assessment

Learning Targets: Students can demonstrate their understanding of how the past connects to the present. Students can explain the lasting impact historical events have had on local communities. Students can use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Evaluate: The assessment and rubric can be found under [Appendix 6](#).

Appendix 1: Teaching Standards

North Carolina Social Studies Standards

3.H.1 Understand how various people and historical events have shaped local communities.

3.H.1.2 Explain the lasting impact historical events have had on local communities.

3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

I.1.1 Identify content required to provide an answer to compelling questions.

I.1.2 Construct compelling questions that promote inquiry with peers.

I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

North Carolina Digital Learning Standards

Digital Learner 3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

North Carolina English Language Arts Standards

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students ask and answer questions to show they understand the text.

RI.3.3 They use specific details in the text to support their answers.

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

W.3.5 Conduct short research projects that build knowledge about a topic.

W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Appendix 2: Exit Tickets & Student Notebook
Student Name:



Image Courtesy of WCNC

UNIT 4

History: Connecting Past and Present

[3.H.1 Understand how various people and historical events have shaped local communities.]

3rd Grade Social Studies

Session 1

VOCABULARY

History- the study of past events supported by evidence.

Primary Source- a first-hand account of a topic, from people who had a direct connection with the event or account. Examples of primary sources are original documents, eyewitness accounts of an event, perhaps found in a letter, journal, or diary, documents, government records, original artifacts, photographs of people, texts of speeches, etc.

Secondary Source: a summary or interpretation of original artifacts, events, or accounts created by someone who did not experience them first-hand or participate in the events or conditions that are being read, summarized, or interpreted. Examples can include history monographs, journal articles, and textbooks

Resolve: a firm determination to do something

How did the exclusion of African-American players affect baseball?

The exclusion of African-American players resulted in _____

_____.

Session 2

VOCABULARY

Segregation: The enforced separation of different racial groups in a country, community, or institution.

Artifact: an object that is made, used, or modified by humans and gives us information about life in the past

You Decide: Although African-American players had created their own, they still had to rent facilities from white team owners. Were the teams treated equal or unequal to white teams? Why or why not?

I think the teams were treated _____ because, _____

Session 3

VOCABULARY

Barnstorming: When teams traveled from place to place, challenging local teams in small towns and rural areas.

Integration: Incorporation as equals into society or an organization of individuals of different groups (as races).

Why were white team owners resistant to integrating major league baseball?

Team owners were resistant to integrating _____ because,

Session 4

What impact did the Charlotte Orioles have on Charlotte's history?

Charlotte's history was impacted by the Charlotte Orioles because,

Session 5

How did Negro League players influence the future/our present?

North Carolina's present and future was impacted by _____

because, _____

Session 6

VOCABULARY

Ratification: the action of signing or giving formal consent to a treaty, contract, or agreement, making it officially valid.

How did the ratification of the 13th amendment affect the future of baseball? How has Jackie Robinson's signing to the Dodgers changed American baseball?

Ratifying the 13th amendment led to _____

Jackie Robinson's signing changed American baseball by, _____

_____.

Session 7

Mid-Unit Assessment

Session 8

You Decide: If you were an athlete or a public figure, what injustice would you take a stand against? Why is using your voice or your platform important?

_____.

Session 9

How did Curt Flood’s sacrifice of holding out on his contract influence the present/future of player contracts?

Curt Flood contribution to baseball led to changes in player contracts like,

_____.

Session 10 & 11

Country	Year established	2 Players	# of Teams	# of Stadiums	Baseball traditions personal to this country
North America	1800s	Jackie Robinson Buck Leonard	30 teams	30 stadiums	Eating hotdogs at the game
Cuba					
Venezuela					
Dominican Republic					

South Korea

Japan

Session 12

What are two ways that Negro League, African American women, and the All-American Girls Baseball players have impacted America's past, present, or future? Why is this important?

They have impacted the _____ by, _____

This is important because _____

_____.

Session 13

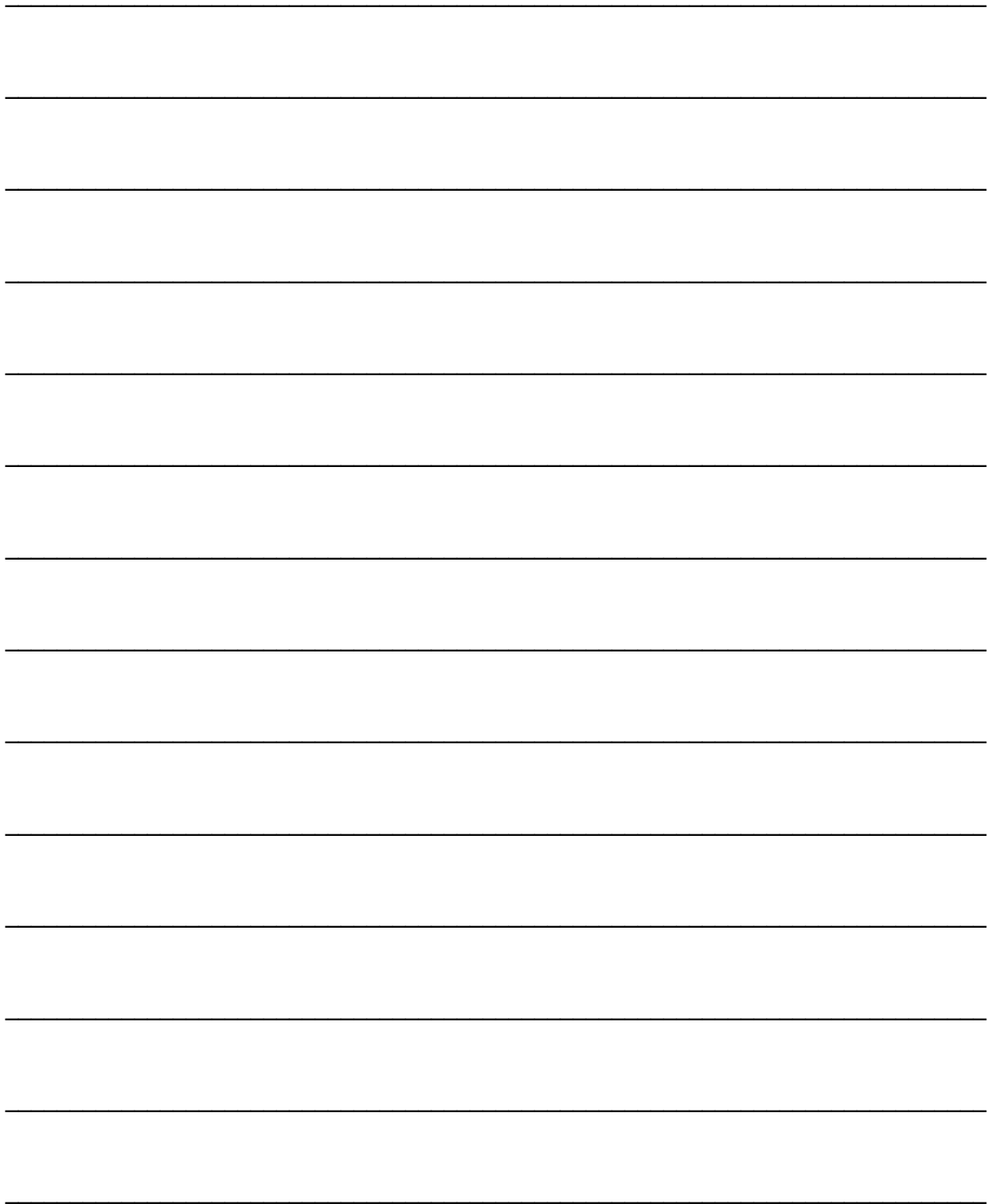
End-of-Unit Performance Task

Session 14

End-of-Unit Assessment

[illegible]







Appendix 3: Mid-Unit Assessment

Name: _____

Where We Are In Place & Time | Mid-Unit Assessment

1. During _____ baseball was used as an escape from reality.
 - a. Wartime
 - b. Holidays
 - c. Sundays
 - d. 18th Century
2. What two things were major factors preventing black men from playing baseball?
 - a. Money & Time
 - b. Family & Culture
 - c. Jim Crow & the owner's agreement
 - d. Nowhere to practice & no equipment
3. Which is not an example of a historical artifact?
 - a. Photograph
 - b. Contract
 - c. Newspaper Article
 - d. All of the above
4. On April 16, 2023, the Charlotte Knights paid tribute to what local Negro League team by wearing their uniform?
 - a. Knights
 - b. Black Hornets
 - c. Reapers
 - d. Dodgers
5. The 2023 Charlotte Negro League Tribute Day was celebrated on Apr 16, 2023. This was to also honor _____ Day, which is celebrated on April 15th.
 - a. Muhammad Ali
 - b. Thurgood Marshall
 - c. Babe Ruth
 - d. Jackie Robinson
6. List 3 Charlotte Negro League Baseball Teams:

Read the words in the left column. Then, read and match the definitions to the correct word. Write the letter corresponding to the correct word on the line.

- | | |
|----------------------------------|--|
| 7. <u> D </u>
Barnstorming | A. The exclusion of black African descent from Major League Baseball and its affiliated Minor Leagues. |
| 8. <u> A </u>
Color-Barrier | B. The enforced separation of different racial groups in a country, community, or institution. |
| 9. <u> E </u>
Jim-Crow Laws | C. Incorporation as equals into society or an organization of individuals of different groups (as races). |
| 10. <u> B </u>
Segregation | D. When teams traveled from place to place, challenging local teams in small towns and rural areas. |
| 11. <u> C </u>
Integration | E. State and local laws introduced in the Southern United States in the late 19th and early 20th centuries that enforced racial segregation. |

12. Describe how baseball is celebrated in another country. Provide at least two comparisons to how baseball is played differently there than in the United States.

In _____, baseball is _____

Some differences in playing styles compared to United States Players are

_____ .

Questions 1-5 = 5 points per question.

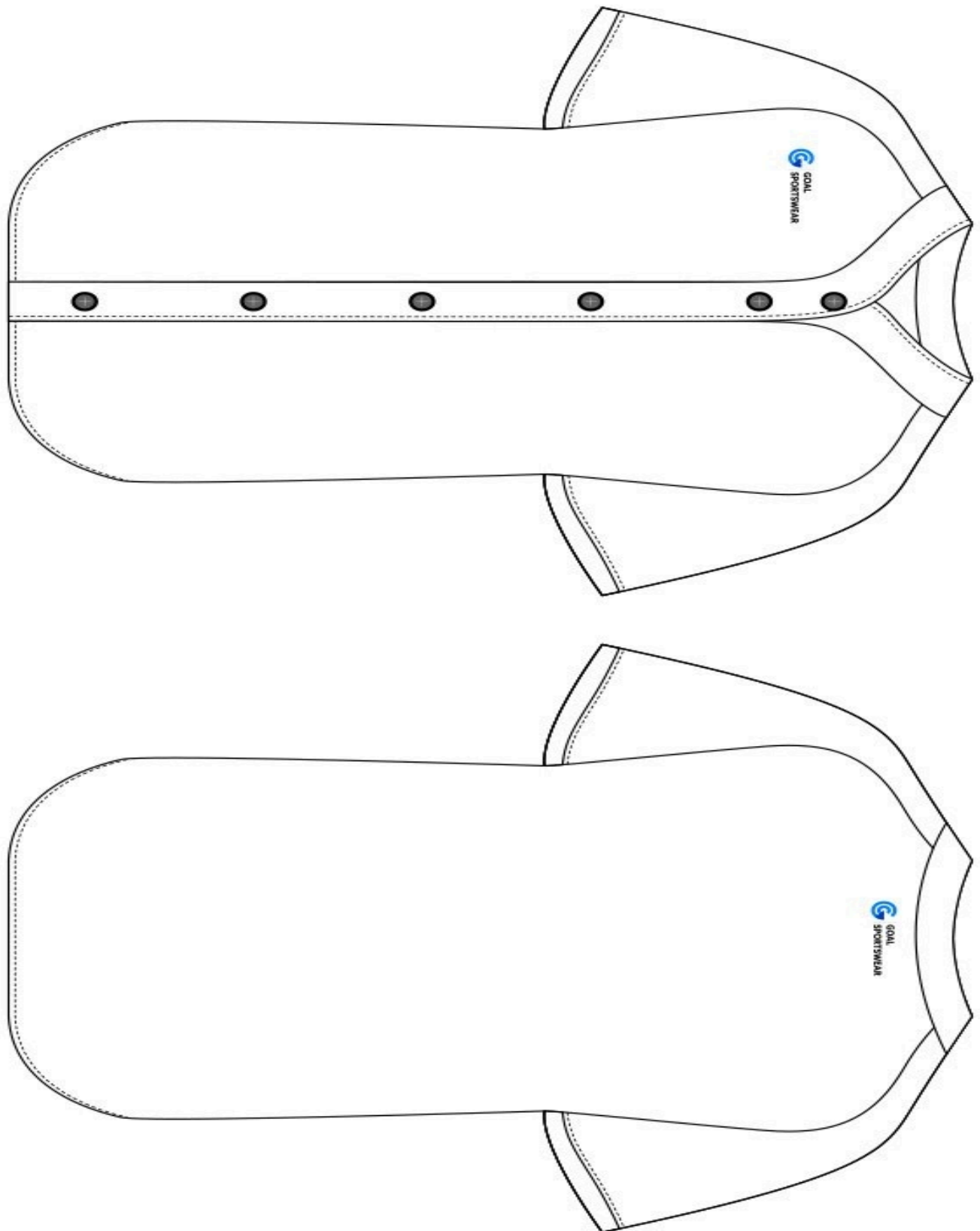
Question 6 = 5 points per team listed

Questions 6-11 = 10 points per correct match

Question 12 Rubric

<i>Exceeds Mastery (10 points)</i>	<i>Mastery (8 points)</i>	<i>Developing Mastery (5 points)</i>
<i>All parts of the question are answered, more than two comparisons were provided.</i>	<i>All parts of the question were answered and two comparisons were provided.</i>	<i>Some/most of the question was answered, and one or no comparisons were provided.</i>

Appendix 4: Jersey Template



Appendix 5: Final Project Rubric

<i>Exceeds Mastery</i>	<i>Mastery Met</i>	<i>Progressing</i>	<i>Little to no work provided</i>
<i>The merchandise is designed neatly and the lettering is clear. Vibrant colors or very detailed. Includes two symbols.</i>	<i>The merchandise is designed fairly neat and the lettering is legible. Includes color and detail. Includes two symbols.</i>	<i>The merchandise is mostly complete. At least one symbol.</i>	<i>Incomplete</i>
<i>40 points</i>	<i>35 points</i>	<i>25 points</i>	<i>15 points</i>
<i>Provided more than 3 key details during the presentation.</i>	<i>Provided 3 key details during the presentation.</i>	<i>Provided 2 key details during the presentation.</i>	<i>Provided 1 key detail during the presentation.</i>
<i>20 points</i>	<i>18 points</i>	<i>15 points</i>	<i>10 points</i>
<i>Provided more than 2 symbols in merchandise design.</i>	<i>Provided 2 symbols in merchandise design.</i>	<i>Provided 1 symbol in merchandise design.</i>	<i>No symbols provided in merchandise design.</i>
<i>20 points</i>	<i>18 points</i>	<i>15 points</i>	<i>10 points</i>
<i>Clearly explained 3 or more symbols.</i>	<i>Clearly explained 2 symbols.</i>	<i>Mostly explained 2 symbols.</i>	<i>Clearly explained 1 symbol.</i>
<i>20 points</i>	<i>18 points</i>	<i>15 points</i>	<i>10 points</i>

Appendix 6: Final Assessment

Connecting Past & Present Summative Assessment

Name: _____

Date: _____

1. What is a primary source?

- A. a summary or interpretation of original artifacts, events, or accounts created by someone who did not experience them first-hand or participate in the events or conditions that are being read, summarized, or interpreted.
- B. a first-hand account of a topic, from people who had a direct connection with the event or account.
- C. a drawing of an event by someone who heard of what happened from someone else.
- D. A way to send information.

2. Who broke the baseball color-barrier?

- A. Babe Ruth
- B. Josh Gibson
- C. Sam Allen
- D. Jackie Robinson

3. What were two major factors preventing black men from playing baseball?

- A. Money & Time
- B. Jim Crow & the owner's agreement
- C. Family & Culture
- D. Nowhere to practice & no equipment

4. Baseball was played in America as early as the _____ .

- A. 1800's
- B. 1900's
- C. 2000's

5. What was not a result of Curt Flood's sacrifice of holding out on his contract?

- A. change in contract negotiations
- B. no trade clause
- C. Breaking the color barrier
- D. automatic free-agency

6. Provide at least three examples of a secondary source.

7. Describe the importance of barnstorming. What factors prevented African-American players from playing in their own stadiums?

8. What is one baseball tradition from around the world? Example: Americans eating hotdogs at a baseball game.

9. Provide two reasons why Negro League-owned baseball stadiums were important.

10. How does the past influence the present?

Read the words in the left column. Then, read and match the definitions to the correct word. Write the letter corresponding to the correct word on the line.

11.

____B____
History

A. Incorporation as equals into society or an organization of individuals of different groups (as races).

____D____
Artifact

B. a firm determination to do something

____C____
Ratification

C. the action of signing or giving formal consent to a treaty, contract, or agreement, making it officially valid.

____A____
Integration

D. object that is made, used, or modified by humans and gives us information about life in the past

____E____
Resolve

E. the study of past events supported by evidence.

Questions 1-5 = 5 points per question.

Question 6-10 = 2.5 points per correct item listed

Questions 11 = 10 points per correct match

Appendix 7: Resources

Readings & Resources For Teachers & Students:

These readings can be used for students and teachers and secondary sources of the events covered in the unit. The books listed below can provide more context and aid in research for their final project. Teachers can use these books as a foundation for centering their own personalized lessons. All sources have been listed in the [Bibliography](#).

- Baseball Around the World: How the World Plays the Game (IG1010L)
- We are the Ship: The Story of Negro League Baseball (900L)
- Fair Ball: 14 Great Stars from Baseball's Negro Leagues (770L)
- Play Ball (AD620L) *
- ¡Béisbol! Latino Baseball Pioneers and Legends (1020L) *
- Promises to Keep: How Jackie Robinson Changed America (1030L)
- Catching the Moon: A Story of a Young Girl's Baseball Dream (AD640L)
- [Buck Leonard](#) (Lesson 9)
- [PBS: Jackie Robinson & Martin Luther King Jr.](#)
- [Hinchliffe Stadium](#)
- [Negro League Roots in NC History](#)
- [Toni Stone, Connie Morgan & Mamie Johnson](#)
- [NLB Museum](#)
- [National Colored Baseball League](#)
- [Spring Training in Cuba](#)

To help guide students into the topic of history this video can provide background information or clarity for students who understand some aspects of the concept.

- [What is history? What makes history so important? \(Video\)](#)

BrainPop is a digital tool full of learning activities to help students build knowledge, apply and assess understanding, and deepen and extend learning on topics across the curriculum.²¹

BrainPOP aligns all topics, and learning activities to the standards that matter to you, including CCSS, NGSS, and U.S. state standards. It has a wide variety of educational subjects including. This can be a helpful tool in the classroom as it provides a landscape to track growth and content understanding.

- [Jim Crow \(BrainPop\)](#)
- [Civil Rights \(BrainPop\)](#)
- [Baseball \(BrainPop\)](#)
- [Jackie Robinson \(BrainPop\)](#)

²¹ <https://educators.brainpop.com/learning-activities-support-resources/>

* ¡Béisbol! Latino Baseball Pioneers and Legends & Play Ball also come in Spanish and can be used to connect with multi-language learners and Hispanic/Latino students.

The videos provided will aid as a primary and secondary source for students to hear first hand and retelling of local events. All sources have been listed in the [Bibliography](#).

- [The History of Negro League Baseball](#) (Lesson 2)
- [Charlotte Knights host 2023 Negro League Tribute Day](#) (Lesson 4)
- [A Charlotte Black baseball history](#) (Lesson 4)
- [Black baseball exhibit](#) (Lesson 4)
- [Undeniable Episode 1: Women of The Negro Leagues](#) (Lesson 12)

Additional Resources For Teachers:

Finding specific primary sources for Negro League baseball teams in Charlotte, NC, may require a more in-depth search, as primary sources can include documents, photographs, newspapers, and other materials created during the time of the events. Here are some suggested places to start your search:

1. Local Archives and Libraries: Check with local archives and libraries in Charlotte, such as the Robinson-Spangler Carolina Room at the Charlotte Mecklenburg Library. They may have historical documents, newspapers, or photographs related to Negro League baseball teams in the area.
2. Newspaper Archives: Search digitized newspaper archives for articles related to Negro League baseball in Charlotte. Online newspaper databases or local historical newspapers may contain valuable primary source information.
3. Negro League Baseball Museum: Contact the Negro Leagues Baseball Museum, which is dedicated to preserving the history of Negro League Baseball. They may have archives or resources related to specific teams, including those in Charlotte.
4. Local Historical Societies: Reach out to local historical societies in Charlotte or organizations dedicated to preserving African-American history. They may have relevant materials or information about Negro League baseball in the area.
5. University Archives: Explore university archives, especially those associated with historically black colleges and universities (HBCUs) in North Carolina. They may have documents or records related to Negro League baseball. Johnson C. Smith conducted a museum dedicated to the Negro League in the spring of 2023.
6. Online Digital Archives: Search online digital archives for any digitized primary source materials related to Negro League baseball. This could include photographs, documents, or articles.
8. Interviews and Oral Histories: Look for oral history interviews with individuals who may have firsthand knowledge or experiences related to Negro League baseball in Charlotte. Local historical societies or universities may conduct and archive such interviews.

When conducting your search, use keywords such as "Negro League baseball Charlotte," "Negro League teams in North Carolina," or the specific names of teams associated with Charlotte during that time. Additionally, consider variations of team names and league affiliations that may have been used.

Extension activities and projects for other content areas and grade levels:

Playing the Field: Setting up bases outside or in the classroom. Students will walk the bases to learn about different players who played that position. The information they will be learning will consist of their stats, influence on the sport and politics, and if they reached the MLB. You can add some creativity by writing the information on baseball, glove, helmet, or bat cutouts.

Unsung Heroes: Students research a Negro League player and create a multimedia presentation in the medium of their choice.

Night at the Living Museum: Students will conduct research on a player and present their findings dressed and acting as their person of choice.

Fantasy Baseball Draft: Allowing students to create their own baseball team, they will research different players and hold a fantasy baseball draft. In collaboration with this project they will create digital team posters and game flyers, the teacher will oversee as "Commissioner" and assist in marketing, labor, and contract development.

KWL Chart Example

T Chart Example

Artifact

Not An Artifact

| | | | |

Appendix 9: News Paper Clipping

ping channel while the baseball world celebrates the 20th anniversary of his record-breaking home run with festivities at several ballparks.

"I'm waiting until the 13th to celebrate with the Braves," Aaron said during

bration tonight.

Asked if he was upset Aaron wasn't attending today's festivities, executive council chairman Bud Selig said, "That's a more appropriate question for Len Coleman. I'll be at the celebration next

ness development for the Airport Channel, which, like the Braves, is a subsidiary of Turner Broadcasting System.

He said he doesn't think any current players will break his record total of 755 home runs in 23 seasons before he retired

ry.

"I never thought I was in Ruth's shadow," he said. "I think most people remember me and put me in the proper perspective."

Major League Baseball Properties

continues

League Baseball Properties joined forces with us in this effort.

This licensing program will enhance and help to preserve the rich history, tradition and legacy of the Negro Leagues."

"Major League Baseball Properties' initiative," said Rachel Robinson, chairperson and founder of the Jackie Robinson Foundation, "bolsters the Jackie Robinson Foundation's efforts to foster, in the growing number of young people we support, the pioneering spirit and the commitment to excellence so valiantly exemplified by Negro League players. We are honored to pass the legacy on, and we

trust that these special heroes share our pride in the achievements of the Jackie Robinson scholars."

in these funds. Instead, they will be contributed, without commissions or fees, directly to former players, the Negro Leagues Baseball Museum and the Jackie

"We can never correct the injustices of the past, but, we can educate today's fans and consumers about a significant era in American sports," White said. "This activity will provide benefits to Negro League baseball's surviving former players and acknowledge their legacies through the Negro Leagues Baseball Museum.

"We can never correct the injustices of the past, but, we can educate today's fans and consumers about a significant era in American sports."

— Richard E. White

"The Jackie Robinson Foundation grants will complete a circle of commitment through education of today's young people, who will reflect Jackie Robinson's achievements and contribution to baseball and our society," White said.

Major League Baseball Properties will collect royalties on the sale of merchandise bearing names and designs of former Negro League teams. Major League Baseball Properties will not share

Robinson Foundation. Each year, Major League Baseball Properties will publicly disclose all financial information associated with the Negro Leagues' licensing program.

22

Courtesy of the Winston-Salem Chronicle

²² "Major League Baseball Properties Introduces a Pro Bono Negro Leagues Licensing Program." Winston-Salem Chronicle, April 21, 1994, pp. 6–8.

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