



**It's Up, and It's All Good:
A Comprehensive Review of the Civil Rights Movement through the Lens of the
Forgotten Players of the Negro Baseball League**

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**This curriculum unit is recommended for.
7th, 8th grade Social Studies & Science, African American History**

Keywords: human rights, freedom, freedom of speech, freedom of religion, God-given rights, civil liberty baseball and segregation, Negro Leagues, Negro League baseball, civil rights activist, integration Segregation Patriotism Oral History Economics Community

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Introduction

The game of baseball is truly America's favorite pastime. However, it is steeped in a history of racism and the disenfranchisement of people of color, particularly with regards to Negro Baseball Players. Despite the mistreatment they faced in many US cities, African American players made significant strides in the Negro League. For instance, Louis Santop was noted as being the first Negro superstar in the League at his height, earning five hundred dollars a month during the 1910s and 20s.

Furthermore, players such as Oscar Charleston are considered the most outstanding center fielders who have ever played the game of baseball. A veteran of the US Army who was noted as combative was even cited as starting a race riot during a game with white significant and minor league ball players.

The "It's up and It's All Good" unit plan aims to showcase the lives of six key figures who, in their way, fought for equality during the turbulent years of the civil rights movement and the desegregation of all White American baseball teams. Through this unit, students will understand the fascinating lives of these individuals and the contributions each made to the desegregation of American pastime baseball.

Reasoning and Rationale

The contribution of African American individuals who played a part in helping in the fight to end segregation and the civil rights movement is often understated. While students learn about Jackie Robinson, many hidden figures in the Civil Rights movement existed. Baseball is a perfect example of the hidden figures of the civil rights movement. Each individual in the unit plan has significantly contributed to the moment, rebelling and resisting oppression in their own ways.

The rationale for the unit plan is to create lessons with a circular focus. The unit will demonstrate how baseball themes can intertwine with Social Studies and US History standards. The Unit will incorporate African American baseball lessons into critical historical eras. This unit will function yearly and can be used with existing curricula. The central focus of this unit will be on six individuals: Oscar Charleston, Satchel Page, Moses Fleetwood Walker, John Bud Fowler, Andrew Rube Foster, and Jackie Robinson.

Student Demographics

Northridge Middle is a magnet school in Charlotte, NC, a large city. Its student population is 994, and the school serves grades 6-8. At Northridge Middle, 32% of students scored at or above the proficient level in math, and 36% scored at or above that level in reading.

The school's minority student enrollment is 96%. The student-teacher ratio is 16, which is worse than the district's. The student population comprises 45% female students and 55% male students. The school enrolls 46% of economically disadvantaged students. Many of my students identify with an LGDTQ identity.

Introducing students to the unit plan will allow them to expand their knowledge of the civil rights movement and the role of African American baseball.

Unit Goals

Some of the goals I hope to achieve in The “ It’s Up and It’s All Good “ unit will be to shed light on the many hidden figures of the Negro League. The unit will immerse students into the world of crucial Negro league players and shed light on each of their contributions.

The unit's primary focus will be interdisciplinary, intertwining Math, ELA, Social Studies, and Science into the lessons of each player. This will allow the students to use the content and absorb information with clarity because of the relation to other subject criteria. The unit will challenge students to work in learning communities and engage in reflective discussions. Teachers and students will work collaboratively to understand the meaning of the Negro leagues and baseball vocabulary and, most importantly, the political tensions and issues of the times.

Content Research

Students will extend their knowledge by utilizing technology and other resources such as websites, podcasts, etc. Students will walk away from this unit with a greater understanding of the overall climate of the United States during the times of segregation and Jim Crow. The goal for the students will be to analyze how the game of baseball aided in the advancement of equality

in the US and beyond its borders. This goal will be achieved through the building of lessons that increase students' understanding of the silent contributions of Negro League baseball giants. The students will also hone and develop 21st-century skills in working through the unit's goals. The students will have a pre-assessment to gather their knowledge about the Negro League and a summative project to culminate the unit.

Andrew Rube Foster

Rube Foster is the father of black baseball; in 1920, founding the NNL, the Negro National League, an association of black teams modeled after Major League Baseball. Foster's vision was to allow African American players to have the same opportunities as White baseball players. To do this, he created a safe space for African Players. The NNL paid its players top salaries, and they traveled on Pullman coaches. Foster's players also received regular bonuses. Foster was not only a player but a manager and an executive. It was said that Foster's goal in creating the league was to open doors for White players and executives to see the quality that flowed from the negro league, thus creating space for players as well as executives to join together (Bob Kendrick, Host) *MLB Network x NLBM: Andrew Rube Foster*. Rube Foster's name should be shared alongside such greats as Jackie Robinson and many other famous players. Rube Foster deserves a seat at the table in many ways. Rube Foster and many hands could be credited with creating the table!

Oscar Charleston,

Can you name at least one African American baseball player? The students quietly sit and think to themselves, and suddenly, echoes of the name Oscar Charleston brush across the lips of students! In a world where students are taught about obscure and long-forgotten ball players, I aim to know who players like Oscar Charleston were and understand their contributions to the civil rights movement. Oscar Charleston could be one of the most talented and charismatic, and profound competitors in the history of the Negro Leagues (Beer., 2020). Charleston was said to be cheerful, charming, and widely revered on the field. Still, upon further examination, many sources regarded him as a hothead and sometimes thuggish when engaged in baseball! His resume boasts many accomplishments, especially bridging the gap between African American and white baseball players. Charleston is credited with great speed, agility on the field, and a powerful arm! As a youth, Oscar was a batboy for his hometown Indianapolis ABC. At the age of 15, he enlisted in the military and was sent to the Philippines, where he played baseball with the 24th Negro Infantry. In 1915, still a teenager, Charleston returned to Indianapolis and quickly became a star center fielder for the ABCs(baseballhall.org). Charleston completed nine seasons in winter ball, and his statistics are unmatched. Charleston's most outstanding achievement, which he is credited with being one of the first individuals to aid in the Charleston, was a baseball scout, notably the first African American ever to be paid to scout for a Major League Baseball club. This occurred at a time when baseball was indeed a segregated sport. Charleston's most outstanding achievement is said to be his dealings with the Brooklyn Dodgers president and general manager Branch Rickey, who devised a plan to outmaneuver rival teams by becoming the first to sign black players; Charleston was proving he could successfully navigate potentially frustrating interracial situations by playing for and managing the integrated baseball team. Oscar Charleston's story should be told, and students

should know who Oscar Charleston was and what he contributed to the civil rights movement. The unit plan will enable students not to know who Oscar Charleston was. Still, it will be able to understand how his subtle contribution to the civil rights movement overall aided in the fight to integrate American Baseball.

Satchel Page

Who was Satchel Page, and what did he contribute to the Civil Rights Movement class? The class all breaks out in a chorus of responses! Many students have yet to learn who Satchel Page was or his contribution to the Civil Rights Movement. Satchel Page or Leroy Roberts was considered by many as the world's greatest pitcher by such prolific individuals as Joe DiMaggio, Dizzy Dean, and Bill Veeck. His fans viewed him as the Entertainer Extraordinaire! He did things that involved stunting, shadow ball, playing the fans, and long gravity on the mound. He could also be accused of negotiating with the media with tactics. He often talked, called in the outfield, and coined "Satchel to the Rescue." Satchel set many records throughout his career; for instance, he was the oldest Rookie in the majors at age 42 with Cleveland in 1948, he was the first African American to start a major league game as a pitcher, and he set an all-time attendance record for night baseball. Satchel was also the oldest player at 59 in a major league game! Satchel Page deserves to be a figure that students in every classroom know.

Moses Fleetwood Walker

Moses Fleetwood could be considered one of the most well-rounded ball players in the early game of baseball! He was at one time a law student, a husband, a father, an entrepreneur, and a successful businessman as well as a failed businessman, inventor, activist, felon, a federal prisoner, and lastly, a killer of a man (Zang). When thinking of Moses Fleetwood Walker, he was much more than a ball player born in the eastern Ohio community of Mount Pleasant Jefferson County; he was allowed to play baseball with some of the greatest players! Fleet (affectionally called) could also play integrated baseball before Negro League baseball teams were officially established. Fleet's first official record as playing baseball was during his tenure at Oberlin College. Fleet was known as a phenomenal catcher and leadoff hitter on the Oberlin college prep team. Fleet was an outstanding student, but unfortunately, his studies suffered due to his profession in the sport of baseball. Moses Fleetwood Walker was destined to be a ball player! Some of his accomplishments are as follows. He was the first African American man to play on a Major League baseball team; he also was the first African American man to be open about his black heritage and faced extreme racial bigotry because of this. Moses Fleetwood Walker also edited a newspaper, *The Equator*, and co-wrote a book entitled *Our Home Colony* to support emigrating back to Africa.

John Bud Fowler:

So many professional baseball players came before the great Jackie Robertson, but none was more significant than the Pitcher John Bud Fowler! Fowler pre-dated the great Jackie Robinson by more than sixty years. He is credited with truly being the first African American man to play professional baseball. Who was John Bud Fowler? What could be his contribution to the civil rights movement? Born John W. Jackson Jr "Bud Fowler" came into the baseball game. Fowler played primarily for a team in Lynn, Mass., but was often pulled to pitch for other teams, and for two decades, his talents earned him a place in the baseball community. Bud Fowler has made his

place in Civil Rights history for many reasons, but his primary reason is he is credited with breaking the color barrier in baseball. Fowler played with many interactional teams, but as time progressed, he faced much bigotry from other teams who refused to play alongside him; he is quoted as saying, "My skin is against me," he wrote in 1895. "The race prejudice is so strong that my Black skin barred me." (Minasian 2023)

Jackie Robinson

In most 3rd-grade classrooms, students learn all about Jackie Robinson. They learn about his life and career, playing with the Dodgers and breaking the color barrier. Students also learn about his many sacrifices before breaking baseball's color barrier. Jackie was born in Cairo, Georgia, in 1919; his family was like many African American families at the time; sharecropping was how money was earned. In high school, Robinson played five sports; while in college at UCLA, he played baseball, basketball, and football. Jackie, unfortunately, had to leave college early because of financial strains. Jackie then joined the US Army during World War II. Jackie faced discrimination often during his early life while in the army. He was honorably discharged after an altercation for not moving to the back of the bus while stationed in the South. Jackie is most notable for breaking the color barrier by joining the Brooklyn Dodgers. Still, many students do not know of his time serving in the US Army and his silent activism during this time in history. The unit will focus on this time in history, placing a particular emphasis on the plight of African American soldiers who returned from serving in many places that had color barriers and then being thrown back into a world where much was determined by the color of their skin.

Teaching Strategies/Instructional Implementation

When teaching students culturally sensitive content, one teaching strategy I will employ will be metacognitive reflections using reflective journals. In my class, the students must keep an up-to-date journal for reflections on sensitive subjects, and some topics that will be addressed in this unit can cause some students to feel uncomfortable. In a reflective journal, students can release some of these feelings and be comfortable sharing them within classroom discussions. I will use the ability to assess students' knowledge and perceptions, provide skills dialogue through written assessments, and engage students' arguments through class discussions and debates. The teaching strategy of Culturally Responsive teaching will also be utilized throughout the unit. The unit will concentrate on retelling the story of segregation and Jim Crow while shedding light on the lives of forgotten African American Baseball players and their encounters with segregation. In developing the unit, A comprehensive review of the Civil Rights Movement through the Lens of the Forgotten Players of the Negro Baseball League,

a strong focus on utilizing Interdisciplinary skills throughout the lessons is strongly encouraged to establish fluidity within the disciplines; This will promote critical thinking in the classrooms also to incorporating historical fiction and other creative approaches to learning will be vital in helping students to retain the information and gain a better understanding of the standards. . For

example, some students might read a historical novel, watch a film set in a specific period, or participate in a role-playing activity.

Lesson Description:

Introduction: In most classrooms in the United States, some lessons give details of the Civil Rights Movement, reviewing the dates of Reconstruction South to the 1960s civil rights movement. That is, unless you live in a conservative state, even then, there is some mention of desegregation and the causes and effects of each occurrence. Often, teachers need help delivering the sensitive content of this topic. Intertwining topics that might pique students' interest in a unique way, including issues such as individuals from the sports world and most assuredly the Negro Baseball Hall of fame.

Lesson One NLB Intro : Let's play some baseball!

Students will be given a paper with several questions about the Negro League Baseball Association as a [pre-assessment](#) for the Teacher to gather students' knowledge about the unit. After completion, students will be introduced to the Negro Leagues Baseball Association by reviewing the following website <https://www.nlbm.com/>. This will be the first assignment in which students will build upon their prior knowledge of the conditions of the African American soldiers' experience returning home after World War I. Learning targets for the lesson are as follows: Students will be able to investigate the origins of the National Negro League and its contributions to the African American diaspora. Students will be asked to review the website and look for the founder of the Negro Leagues; Students will then be asked to write down three facts about the beginning of the NLBM. After students have an opportunity to finish writing their facts. The Teacher and the students will take a moment to review the highlights of the website, such as the Trail Blazing History Section, Students will be given unit vocabulary and encouraged to use their Frayer Modal Template (see attached) to define the Unit Vocabulary words in their notebooks. The students will then be allowed to read the first chapter of the book *We Are the Ship, The Story of Negro League Baseball*, by Kadir Nelson. After reading, the students will be given a worksheet with discussion questions about the book. Students will then be prompted to fill out an exit ticket on a google sheet with the questions: What did you learn today? What questions do you still have about the NLB?

Unit Vocabulary List

- Human rights
- Freedom
- Freedom of speech
- Freedom of religion
- God-given rights
- Civil liberty
- Negro League baseball

- Civil rights activist
- Integration
- Patriotism
- Oral History
- Economics
- Community

Lesson Two Rube Foster (The Father of Negro Leagues Baseball)

Students will come into class and review the [interviewhttps://www.facebook.com/watch/?v=1150503188821259](https://www.facebook.com/watch/?v=1150503188821259) Students will answer and complete a 3,2,1 discussion strategy, three things they learned, two things they found interesting, and one question they have. After completing this activity, students will review the objective for the lesson for the class. Students will be able to outline the reason for the creation of the NLB. Students will be able to identify Andrew Rube Foster and his contributions to Negro League Baseball. The teacher and students will review who Andrew Rube Foster was and what his motivations were for starting the Negro League via nlmb.com. Students will then be allowed to read the chapter in the book: *We Are the Ship, The Story of Negro League Baseball*, by Kadir Nelson, *4th Inning Raket Ball: Negro League Owners*. Students should read in teams of 2, with one reading material, while the other students write a short reflection on the material to be shared with the class. After the students finish reading the teacher will lead discussion questions are as follows: How did the Negro league impact baseball? What are some crucial facts about the Negro leagues? What challenges did Negro Leaguers face? After the discussion questions have been answered, student teams should be allowed time to discuss their reflection questions with classmates. Upon leaving class, students will take out a sticky note, answer the following questions, and place the sticky note on the door as they go. How did the group work today? Did it help you understand the content?

Lesson Three Oscar Charleston (Who was Oscar Charleston)

The students will begin class analyzing the quote found in the book by Joe Posnanski, ***The Soul of Baseball: A Road Trip Through Buck O'Neil's America***. “*Baseball in the Negro Leagues was a little bit rougher, a little bit sweeter, a little bit faster, a little bit cooler, and a little bit more fun than anything... in Major League baseball.*” Students will be asked to take out their journals and reflect on what the quote means to them after giving the students time to review the quote. The teacher will present the objective for the Lesson: Students will be able to Investigate the life of Oscar Charleston and his actions as a Negro Ball Player students will work in pairs with the Teacher, beginning the reading of the Journal article *Hothead: How the Oscar Charleston Myth Began*.

After reading, the teacher will discuss Oscar Charleston's life with the students. The Teacher will use information from nlbm.com to discuss the critical points of Charleston's life. The Teacher will also discuss with the class the importance of using Historical thinking skills to analyze the validity of Historical information. Historical thinking involves recognizing, researching, and evaluating the dynamics of historical continuity and change over varying lengths and relating

these patterns to more extensive historical processes or themes. After discussing the life of Charleston, students will be given several articles, baseball states, and newspaper articles to analyze. Students will group the content into primary and Secondary resources. After the activity, students will complete a discussion question inside Canvas. How can you apply a skill you learned today in real life?

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Lesson Four Moses Fleetwood Walker (The Real First)

The students will begin by analyzing a

[picturehttps://docs.google.com/document/d/13kn18q5f0sbzfYMg0Hqn8_-f-cdVcd1WMp_Ou4A-mjk/edit](https://docs.google.com/document/d/13kn18q5f0sbzfYMg0Hqn8_-f-cdVcd1WMp_Ou4A-mjk/edit) Students will be encouraged to make inferences about the image and write the

information in their notebooks. Students will then turn and talk with a partner to compare their findings. Students will then be directed to copy the objective for today's lesson off the board.

Students will be able to identify who Moses Fleetwood Walker was and how contributed to the game of baseball. After students write the objective in their notebooks, students will watch a short video on the life of Moses Fleetwood Walker.

<https://www.youtube.com/watch?v=Dmgmp1meK3o&list=RDCMU CZJdr1-fVlB8ZnE1gWJQY8Q&index=1> While students watch the video, they will be encouraged to write a 3, 2, 1 three

things they learned about the individual two things they wonder and finally one question they still have. The teacher will then display a short [narrative](#) of Fleetwood's life while giving special attention to the short time slavery was abolished and his entry into playing professional baseball.

After completing the [narrative](#), students will use Padlet.com to construct a timeline using research in groups of 4. Each student will then present their timeline to the class. This lesson can be broken into two lessons, each lasting forty-five minutes. The students will be required to complete an exit ticket at the end of class; please use numbers one to five, one being the least and 5 being the greatest, and answer the question, did you enjoy using Padlet.com?

Lesson Five John Bud Fowlers (Another First?)

The students will begin this lesson by analyzing a document of an advertisement of an early negro leagues baseball game Students will make inferences about the document; what was the ad used for? Who might have viewed the document? What audience is the advertisement geared towards? Students will write their findings in their notebooks. After reviewing the Negro Leagues Advertisement, students will examine the objective for today's lesson: Students will be able to Describe the influence media had on the Negro Leagues Baseball in its early years.

Students will be able to Identify who John Bud Fowlers was and his contributions to the Negro Leagues Baseball Association. The teacher will introduce several media advertisements to the students at their tables. Students will also receive a document where they will be required to analyze each ad and answer questions about how the advertisements might have influenced media and the Negro Leagues Baseball teams and games. After completing the activity, the teacher will introduce nlbm.com of John Bud Fowlers' life and contributions students will be required to take notes on a Cornell notes template within their notebooks. Exit Ticket: Students will be asked the question: Do you think you would have been a fan of the Negro Leagues Baseball why or why not? This can be displayed in front of the class on a Promethean board or with the use of padlet.com.

Lesson Six Satchel Page (Satchel!)

This lesson will best be suited for an open area. It is advised that the teacher move the desks away from the students or conduct class outside in an open courtyard. In this lesson, students will begin class by doing a warmup exercise activity. The teacher can demonstrate the appropriate way to do a squat, jumping jack, etc. Students will then form pairs of two and time each other doing each activity. This activity requires a stopwatch to help with timing. After completing the warm-up, explain the objective of today's lesson to students. Students will be able to explore the powerful relationship between the National Council of Negro Women and Negro League Baseball. Students will discuss the crucial contributions, struggles, and triumphs players such as Satchel Page experienced. Students will also understand the meaning of patriotism and observe documented oral histories using multi-media devices (Photo Story, PowerPoint, VoiceThread, etc.) to demonstrate learning. After reviewing the objectives for lesson, students will work in pairs to watch oral history interviews from [Mamie "Peanut" Johnson – female player for the Clowns Baseball Team.](#) Students will also view the you tube video <https://www.youtube.com/watch?v=xt4VmaUnZwI> After reviewing the video the teacher will explain the importance of Oral history and its origins and how many much of Negro League Baseball is steeped in the oral history of fans and players. Students will identify with the elements of "patriotism and purpose" by analyzing why communities were motivated to see players in the Negro Leagues. Students will create digital stories from their perspective retelling the history of The Homestead Grays and their relationship with Mrs. Bethune. (Suggested technology: Photo Story or Voice Thread.) Students may research through comparing how Negro League Baseball players were treated in various parts of the United States but also celebrated by many races at their baseball games. The students can use the website listed here <http://www.nlbm.com> Students will work in collaborative groups to present their research findings. Exit Ticket: Who would you interview in your family for an Oral history project and why would you interview them?

Lesson Seven Jackie Robinson (More Than Just Baseball!)

Students will begin the lesson by examining a quote from Baseball Legend Jackie Robinson. I believe *in the goodness of a free society. And I believe that society can remain good only as long as we are willing to fight for it--and to fight against whatever imperfections may exist.* Jackie Robinson. The Teacher will instruct the students to take out their notebook and write down what their thoughts are about the quote. After completion students will be given the objective for the lesson Students will be able to Analyze several documents to determine Jackie Roinson's involvement in the Civil Rights movement. Students will be able to Distinguish Primary and Secondary . Students will work in groups to analyze letters to answer the questions on a worksheet provided (see attachment) After completing the activity Teacher and Students will review a timeline of Jackie Robinson's life and accomplishments (<http://www.nlbm.com>) The teacher will review documents with students and determine if documents are primary or

secondary resources. Exit Ticket: Do you think Jackie Robinson should be considered one of the great civil rights movement icons such as Dr. Martin Luther King? Please explain your answers. The Exit Ticket could be used as an extension activity, or discussion post on canvas.

Appendix

8.H.1.3 Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time. **8.H.1.4** Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.

I.1.1 Construct a compelling question through a disciplinary lens individually and with peers.

I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies. **I.1.4** Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

I.1.5 Identify evidence that draws information from multiple perspectives. **I.1.6** Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.

I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail. **I.1.8** Construct responses to supporting and opposing perspectives supported by evidence.

I.1.9 Determine the credibility of disciplinary arguments of peers. Taking Informed Action

Teaching Resources

Lesson One NLB Intro: Let's play some baseball!

Resources needed for the lesson are as follows student notebooks pencils/ pens, chrome book Frayer Modal Template (see attachment) The book “ We Are The Ship” by: Kadir Nelson [pre-assessment](https://www.nlbm.com/pre-assessment), <https://www.nlbm.com/>.

Lesson Two Rube Foster (The Father of Negro Leagues Baseball) Resources needed for the lesson are as follows student notebooks pencils/ pens chrome book. Promethean board to create slide for the 321 questions, “We Are the Ship” by: Kadir Nelson, sticky notes.

Lesson Three Oscar Charleston (Who was Oscar Charleston) Resources needed for this lesson are as follows: student notebooks pencils/ pens, chrome book, canvas, students journals, article: *Hothead: How the Oscar Charleston Myth Began.* by Joe Posnanski, [The Soul of Baseball: A Road Trip Through Buck O'Neil's America.](https://www.nlbm.com/) <https://www.nlbm.com/>.

Lesson Four Moses Fleetwood Walker (The Real First) Resources needed for the lesson are as follows student notebooks pencils/ pens, Chromebook, 3,21 questions Promethean Board, Moses Fleetwood Walker [narrative](https://www.nlbm.com/narrative) [Padlet.com](https://www.nlbm.com/)

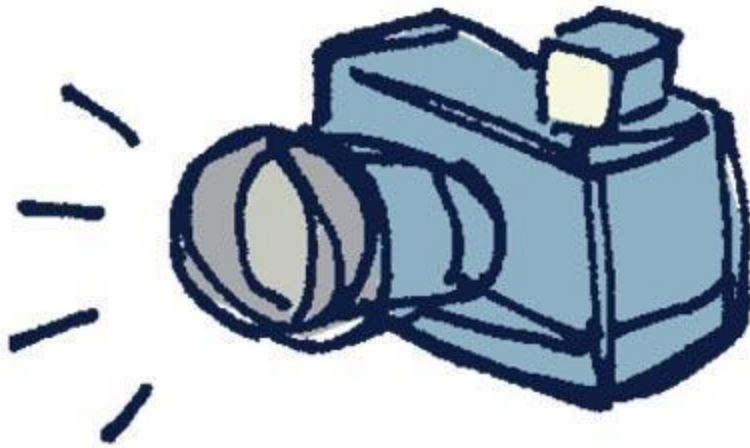
Lesson Five John Bud Fowlers (Another First?) Resources needed for the lesson are as follows student notebooks pencils/ pens and Chromebook, advertisement posters (see attached) analyzing *Meet the Photo* media document (see attached) promethean board to display exit ticket.

Lesson Six Satchel Page (Satchel!) Resources needed for the lesson are as follows student notebooks pencils/ pens, Chromebook.(you tube video) Promethean to present directions and exit ticket [Mamie “Peanut” Johnson – female player for the Clowns Baseball Team.](https://www.youtube.com/watch?v=xt4VmaUnZwI) <https://www.youtube.com/watch?v=xt4VmaUnZwI>, <http://www.nlbm.com>

Lesson Seven Jackie Robinson (More Than Just Baseball!) Resources needed for the lesson are as follows student notebooks pencils/ pens Chromebook, [Civil Right Letters Jackie Robinson](https://www.nlbm.com/civil-right-letters-jackie-robinson) Meet the Document Worksheet attached [Jackie Robinson Timeline](https://www.nlbm.com/jackie-robinson-timeline) Canvas Exit ticket discussion question

Resources Documents

Meet the photo.



- What do you see?
- Is the photo black and white or color?
- Is there a caption?
- If so, what does the caption tell you?

Observe its parts.

- Circle what you see in the photo.

People	Objects	Both
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- What are the people doing in the photo?
- What are the objects used for in the photo?
- Write two words that describe the photo.

Try to make sense of it.

- Who do you think took this photo?
- Where do you think this photo was taken?
- List something that helps you prove where it was taken.
- Why do you think the photo was taken?
- How does this photo compare to modern times?

Use it as historical evidence.

- Where do you think we could find out more information about the people or objects in the photo?

Meet The Document (use with Jackie Robinson Lesson)

Meet the document.



- Are there any special markings on the document? Circle all that apply.

Stamp	Postmark	Handwritten note	Official seal	Special letterhead	Other
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- Is it handwritten, typed, or both?
- Write down any words that you don't know. Then look up the definitions.

Observe its parts.

- Who wrote this document?
- Who read or received this document?
- What is the date of the document?

Try to make sense of it.

- What is the main idea of the document?
- List two quotes (words from the document) that help support the main idea.

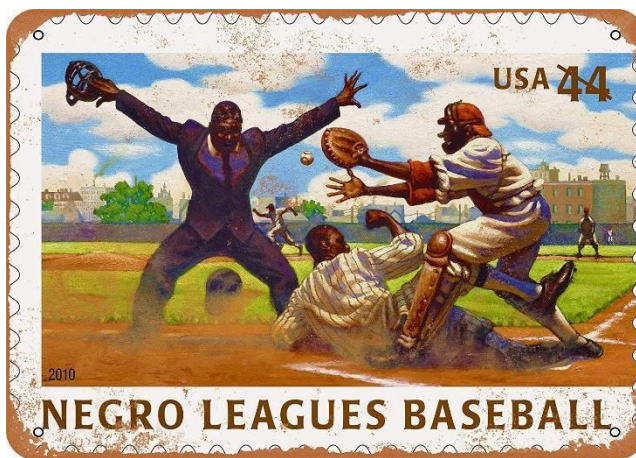
Use it as historical evidence.

- Where do you think you could find out more information about the persons who wrote or received this document?
- Where do you think you could find out more information about this event?

Frayer Modal Template

<p>Word:</p>		<p>Word:</p>	
<p>Examples/Synonyms</p>	<p>Picture/Symbol</p>	<p>Examples/Synonyms</p>	<p>Picture/Symbol</p>
<p>Definition</p>	<p>Sentence</p>	<p>Definition</p>	<p>Sentence</p>
<p>Word:</p>		<p>Word:</p>	

Advertisements Lesson Five





Oral History Project:

Part 1: Social Studies: Life Story Project

Oral History Research Project Overview: You will report on the life story of someone you know.

What is Oral History? is a field of study and a method of gathering, preserving, and interpreting the voices and memories of people, communities, and participants in past events. Oral history is both the oldest type of historical inquiry, predating the written word, and one of the most modern, with technological innovation (OralHistory.org).

Your assignment is to interview an adult that you know (family if possible) and connect their experience to a larger topic in history. For example, perhaps you know a person who witnessed a Negro League Baseball game or someone who remembers interviews of Jackie Robinson or someone who just loves the game of baseball and likes to talk about it! You also may know someone who was a child during the civil right era and can give you firsthand experience as to what it was like living during this time! You will interview this person and record their story. In doing so you will be preserving a piece of history.

It is a great honor and privilege to record someone's life story. Please be considerate of your interview subjects. Make sure they are aware that you will be sharing your interview in class.

Slideshow requirements:

- 12 Slides total, that are image-driven (each slide should include as few words as possible)
- Slideshow guidelines (check off each, all are required, 2 points each)
- Cover slide - Name, Title of Report
- History topic & research question - topic and research question must be stated.

- Historical context & background of topic - briefly explain this moment in history, set-up the interview context.
- Identify individual - full name, date of birth, and your relationship to the person.
- Significant quote – something said that you found important during the interview.
- Narrative slides - these slides will narrate your presentation, explaining what happened.
- Impact of event on individual - show how the event affected the person (short and long term)
- Significance - show why the event is important to remember (apply “Big Ideas”)
- Take home message - explain what this person would like us to know that’s not in history books.
- Personal reflection - share your own ideas, or an area you’d like to investigate further.
- (Optional) - share a primary source or artifact of the event (teacher approval required)

Each of the above is 2 pts. For a total of __/20

Slideshow template:

Slide 1	Slide 2	Slide 3	Slide 4
Name Interesting Title Example: <i>John Smith</i> <i>Period 1</i> <i>“An Attack on The Big Apple”</i>	History topic & overarching research question <i>9/11</i> <i>How did New York firefighters experience September 11, 2001?</i>	Historical context and background of topic <i>On September 11, 2001 several airplanes struck the twin towers in New York City...</i>	Identify interview subject <i>On October 12, 2016, I interviewed...</i>
Slide 5	Slide 6	Slide 7	Slide 8
Quote that shows significance <i>“If we learn nothing else from this tragedy, we learn that life is short and there is no</i>	Narrative slide #1 <i>When John first heard that a plane had hit the World Trade Center, he was off duty at his home in Brooklyn...</i>	Narrative slide #2 <i>Called into action, he arrived shortly after the North and South towers fell. He remembered ...</i>	Narrative slide <i>Then...</i>

<i>time for hate.” This shows that...</i>			
Slide 9	Slide 10	Slide 11	Slide 12
Narrative slide <i>Finally...</i>	Impact of event on individual <i>This event significantly affected John in the following ways...</i>	Significance of event <i>9/11 was a very significant event in U.S. history because it, at the very least, shapes the U.S. politically and led to...</i>	Take home message & Personal Reflection <i>John would like everyone in this class to know...</i> <i>Interviewing John was a moving experience...</i>

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