



**Race & Baseball:
The Daily Life, Social Activism, and Statistical Impact of the Negro Leagues**

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This curriculum unit is recommended for:
(Social Studies 7th Graders)
(Note: you may include multiple courses and grade levels)

Keywords: (African Americans, Baseball, Race, Negro Leagues, Culture, Economics, Civil Rights)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

Synopsis:

The 1940s to 1960s marked a transformative era for race and baseball in the United States, with significant strides in civil rights and social activism intersecting with the sport. During this period, the Negro Leagues played a pivotal role in providing African American players with a platform to showcase their talents, as segregation barred them from Major League Baseball. The Negro Leagues was laced with a rich history and traditions on the mainstream icons like Jackie Robinson broke the color barrier in 1947 when he joined the Brooklyn Dodgers, challenging racial prejudices and becoming a symbol of integration. The 1950s witnessed increasing racial tension, but players like Robinson, Larry Doby, and Willie Mays became beacons of hope. Beyond the diamond, athletes engaged in social activism, advocating for equality and justice. The 1960s saw a surge in civil rights activism, and baseball players played an active role. The courage of these pioneers in the face of adversity contributed to the broader struggle for racial equality, making the diamond a battleground for societal change during a tumultuous period in American history. In my curriculum unit, my students will undergo the process of deconstructing Race and Baseball on three different fronts: understanding background historical information, daily life, and statistical/financial impact. The goal of this is to gain a full understanding of what happened race and baseball, the significance of the Negro League and what they had to endure.

I plan to teach this unit during the coming year to (90) students in (World History/Age of Exploration/ 9th and 10th graders).

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Timothy Wells

Introduction

School Demographics

[Alexander Graham School Demographics.](#)

I am a 7th grade Social Studies teacher at Alexander Graham Middle School in Charlotte, North Carolina. Charlotte is a major metropolitan city, with a population of near 1 million people and is known as a very diverse population. Alexander Graham is the oldest middle school in North Carolina. It has been around since 1920. It is one of the largest middle schools in CMS and serves over 1400 students. The school is made up of 46% Caucasian students, 25% Hispanic students, 24% African American students, 3% Asian students, and 2% multi racial. 29% of students qualify for free and reduced lunch. Alexander Graham Middle School is a true definition of a melting pot with its diverse student population. Not only are they diverse in demographics, the school has a wide variety of socioeconomic backgrounds which stem from multi-million dollar homes all the way down to slightly above the poverty line. Recently in the updated school reports our school has received a grade D. Therefore, it is of extreme importance to make sure that we create an inclusive environment for our entire school community.

African American male teachers only account for 2% of the teaching population in the United States. I am proudly a part of the 2%. As a Social Studies teacher I take pride in developing engaging content, educating the younger generation with culturally relevant lessons, and teaching students about the history of all groups. While the Social Studies curriculum is very structured there are many opportunities to extend the knowledge and gain information on needed areas. As an educator of the youth, I take pride in being able to have my students become well rounded historians. Representation matters and I believe that the more students are exposed to different cultures the self-efficacy and collective classroom environment will rise. I will be teaching this curriculum unit to roughly one hundred twenty students. This year at our school we have had a wave of new teachers and students that has brought a distinctive positive energy to our campus.

Rationale

Arguably the most significant concept of life is race. According to genome.gov “Race is a social construct used to group people. Race was constructed as a hierarchical human-grouping system, generating racial classifications to identify, distinguish and marginalize some groups across nations, regions and the world. Race divides human populations into groups often based on physical appearance, social factors and cultural backgrounds.” Although race has been a

social construct it has had a plethora of effects on our day-to-day life. Throughout American history there has been a distinct hierarchy when it comes to the importance and significance of race. You were either granted or denied rights and privileges due to race. The social implications of race are still prevalent to this day and have had an undeniable impact on society as a whole.

Another significant concept in life is sports. Sports bring people from diverse backgrounds together. They provide a platform for social interaction and can help break down barriers related to race, gender, age, and socioeconomic status. Sports can promote inclusivity and tolerance, fostering a sense of unity among participants. It is one of the only tools that can strengthen a community regardless of race. We have seen many people in this life who may not get along on a social or political level cheer for a team full of people from different races.

The two concepts fuse together with baseball in the 1940s. Race and baseball in the up until were marked by significant racial segregation and discrimination, particularly in the United States. During this decade, Major League Baseball (MLB) was racially segregated, and African American players were barred from playing in the established Major League teams. However, the 1940s also marked the beginning of the push for racial integration in the sport, which ultimately culminated in the breaking of the color barrier in MLB. Even after the color barrier was broken black and brown players had their plates full on and off the field dealing with, daily life, societal issues, and economics.

In my unit, my students will engage in an inquiry process in which they explore race and baseball in terms of the following: history, social activism, financial and statistical impact, and daily life. The big question that students must answer is: Explain why the 1940s proved to be the turning point in segregated baseball and evaluate how the 1960s collided with the national pastime. Consider the implications of history, social activism, financial and statistical impact, and daily life. Unpacking the following implications will help the students understand the full picture of how baseball changed throughout the decades.

It is imperative that students understand the history of baseball during the times of the Negro Leagues, Majors, and Latin American leagues to evaluate the functionality of each. While doing this research students will get a better understanding of the obstacles that the “other leagues” navigate in order to be functional during the time period. They will also gain knowledge on the players' relationships with each other. On behalf of the Major League students will understand the owner and player attitudes and be able to compare and contrast different opinions. It is important for students to know that those in organized baseball and the Negro Leagues played together outside of the USA but that does not mean that some of the white players weren't racists, regardless of location. While students begin to comprehend the significance of the three leagues they can make connections that help them answer the big question.

Social activism in baseball during the 1940s to 1960s was marked by significant strides toward racial equality and civil rights, particularly in the United States. This period saw the emergence of players and activists who used their platform in baseball to challenge racial segregation and advocate for social change. However, this progress was not met without resistance from the opposition. Students will be able to highlight the community engagement, civil rights involvement, and prevalent issues of the time period.

Major League Baseball started recognizing Negro League statistics on December 16th, 2020. An overarching question that many have had beforehand is “How good were the players from the Negro Leagues?” While looking at some of the statistics and finances of the era students will be able to make their own conclusions on how good the players were.

Often overlooked by people during this time period is that these players were more than athletes and they had families as well. Students in this unit will have the opportunity to explore some of these players' daily lives. The daily life of Black baseball players in the 1940s to 1960s was marked by both the opportunities and challenges associated with breaking racial barriers in the sport of baseball. A prime example of some of the challenges were segregated facilities, multiple jobs, travel complications, and fan heckling. During some of the reading excerpts students will be able to humanize the athlete by seeing some of the issues that they had to endure in order to do what they loved.

As students are gaining an in-depth perspective of everything that encompasses the race and baseball during this time period. The final goal is for them to use what they've learned to be able to analyze, explain, and develop. The three essential keys to a lesson are read, write, and talk. On the surface level, if your students can read, write, and talk about the concepts that you have gone over then you know that you have done a successful job. As a teacher I believe it is imperative to provide students with choice whenever they are completing task to show mastery. Some of the teaching tools that I will utilize to display student understanding will be show in the section dedicated to teaching strategies.

Content Research

Background Information

Negro League baseball was a significant part of American sports history, providing opportunities for African American and other Black players to showcase their talents when they were excluded from Major League Baseball (MLB) due to racial segregation. The beginning of the Negro League starts in the early 1900s when black baseball players created their own teams and competed against each other. They would go play in different cities and have their own entertainment in what they called barnstorming. In 1920, the Negro National League (NNL) was

founded by Andrew “Rube” Foster in Kansas City. This marked the beginning of organized Negro League baseball. After the NNL came to be there were other leagues, like the Eastern Colored League (ECL) founded by Edward W. Bolden and the American Negro League (ANL)- that were formed. These leagues allowed Black players to compete at a high level and attracted talented athletes. Some of those top-notch athletes were household names like Satchel Paige, Josh Gibson, Cool Papa Bell, and Jackie Robinson. However, stability in the Negro League was not a staple, with many players bouncing from team to team for various reasons. In the early 1940’s the league was gaining popularity, but with Jackie Robinson breaking the color barrier in 1947 the league’s popularity started to decline.

Baseball during the 1950s and 1960s started to mirror the broader transformations taking place in American society. Through this changing of the guard from the spotlight being on the Negro Leagues to the transition of the best black and brown players moving to the “Big Show” much conversation on issues of race, politics, and culture started to take place at the national level. As we know Jackie Robinson and Larry Doby integrated baseball in the 1940s. There was still quite a bit of apprehension from managers in regard to signing black and brown players, especially on the side of American League teams. Most teams enacted quotas in which they had a strict number that managers could go over. This does not even allude to the fact that at this time the majority of stadiums in the South restricted where black fans could sit, drink, water, and use the bathroom.

Social Activism

Overall, the 1940s to 1960s were a crucial period in the history of social activism in baseball. The breaking of the color barrier, the challenges faced by Black players, and their subsequent advocacy for civil rights made a significant impact on both the sport and society at large. These athletes played a pivotal role in advancing the cause of racial equality and social justice during a pivotal time in American history.

The Civil Rights Movement directly coincided with the changing of social activism in baseball. Things were changing within the country and similar changes happened within the baseball universe. For example, in 1963, after Dr. Martin Luther King Jr. Birmingham home was bombed by the Ku Klux Klan many journalists challenged the players of the time to join the March on Washington in August. Unfortunately, no active players did, due to the reserve clause at the time. However, Jackie Robinson flew to Birmingham, Alabama to lend support to Martin Luther King’s cause.

Reserve Clause

The Negro League's infamous "reserve clause" was a discriminatory policy that hindered the free agency rights of black baseball players during the era of racial segregation. Instituted by team owners, this clause stipulated that if a black player jumped to the Major Leagues, he would be barred from returning to the Negro Leagues. Essentially, it functioned as a restrictive measure, denying players the ability to explore opportunities in the integrated Major Leagues and then return to their original teams if things didn't work out. The reverse clause aimed to maintain control over the talent pool in the Negro Leagues, preventing players from fully exercising their agency in pursuit of better opportunities or fair compensation. This practice further underscored the systemic racism embedded in baseball during this period, as black athletes faced not only the barriers of segregation but also institutionalized restrictions that limited their ability to shape their careers on their terms. The eventual integration of baseball with Jackie Robinson's debut in 1947 marked the end of such discriminatory practices, but the legacy of the reverse clause serves as a stark reminder of the challenges black players navigated in their pursuit of equality and recognition.

Creation of Arbitration

The creation of arbitration in baseball can be traced back to the aftermath of a landmark legal case involving pitchers Jim "Catfish" Hunter and Dave McNally in the early 1970s. Prior to this period, baseball players essentially had limited rights in negotiating their contracts. Teams held significant power in determining player salaries, often without much input or negotiation from the players themselves. In 1974, Hunter and McNally challenged the "reserve clause," a standard clause in player contracts that bound a player to a team indefinitely, even after the expiration of their contract. The legal battle reached the courts, and an arbitrator, Peter Seitz, ultimately ruled in favor of the players, effectively dismantling the reserve clause. This decision laid the groundwork for the advent of free agency in baseball, granting players the ability to negotiate with multiple teams and sign with the highest bidder.

With the establishment of free agency, there arose a need for a mechanism to resolve disputes between players and teams regarding salary negotiations. Arbitration, a form of alternative dispute resolution, was introduced to address these conflicts. The process involves an independent arbitrator reviewing the proposals from both the player and the team and selecting one of the offers as the player's salary for the upcoming season. Arbitration in baseball became formalized with the introduction of the Major League Baseball Players Association (MLBPA) and the negotiation of the first Collective Bargaining Agreement (CBA) in 1968. The use of arbitration has since become a standard practice in baseball, offering a fair and impartial means of settling salary disputes between players and teams.

Statistical & Financial Impact

The financial impact of the Negro Leagues on African American communities and the broader sports and entertainment industry was significant during their existence from the early 20th century until the integration of Major League Baseball (MLB) in the late 1940s and early 1950s. One cannot tell the financial history of the Negro Leagues without the leader Andrew “Rube” Foster. Andrew “Rube” Foster-established the Negro National Leagues in a meeting with 8 Negro Team Owners at the YMCA. Owned and Managed Chicago American Giants. Became President of the Negro Leagues. 1920 the league was born in Kansas City. Foster was the definition of a businessman. He fined players \$5 for being tagged out standing up-you were to slide. He had booking rights for 4 of the 8 teams therefore had a good grasp on the cash flow. Foster had a wise approach to the league and wanted to make sure that there was a competitive Balance to maintain fan interest. He made sure that his players were spread across all of the teams to ensure fan engagement. Next, he divested ownership in 3 of the 8 franchises, kept the Chicago team, and then created an agreement that he was paid 5% of the annual gate) While they were competitors, he knew the value of the league. He would often pay the payroll of struggling teams. Eventually it paid off for him as it became the third largest black owned company.

During World War II, many people had jobs in the defense industry. They had money to attend baseball games, and the Negro leagues flourished. According to baseball league history Larry Lester “the monthly salary for Negro League players in the 1920’s was was \$175 a month. Rookies earned \$75 and the stars \$375. They received between \$1 to \$1.50 a day for meal money. Major league players received from \$300 to \$2,000 a month and about \$15 a day for meals. That's about five times more in salary than Black players. For example, in the 1924 Colored World Series, the Kansas City Monarchs and Hilldale matched up against each other with the winning Monarchs earning a \$307.96 share. The World Series winners that same year earned \$5,959.64 and the losers \$3,820.29. That's almost 19 times what the Black players received.”

However during the war, the salary soared to \$400 or more during the war. Due to the economic boom after the war the star players in the league had earning potential at about \$1,000 a month. Satchel Paige, the superstar of the, became the most famous player in the Negro Leagues and even earned the likes of \$30,000 per year. Due to his acclaim around the globe, there is a huge possibility that he took a pay cut while signing with the Cleveland Indians.

Table 1: Monthly Salary Caps (Dollars)

	1926	1933	1936	1946
ECL or NNL	\$3,000	\$1,600	\$2,600	\$8,000
Class AA/AAA	*	*	*	*

Class A-1	-	-	\$4,600	\$7,000
Class A	\$4,500 - \$6,500	\$4,250	\$4,250	\$4,250
Class B	\$3,200	\$2,000	\$2,000	\$3,000
Class C	\$2,650	\$1,800	\$1,800	\$2,200
Class D	\$2,400	\$1,000	\$1,000	\$1,800

The above graph shows a 20-year span of the Eastern Colored League or Negro National League in comparison to the minor league systems within the same period. As you can see by 1946 the Negro Leagues were making slightly more than your top minor league during the time. This graph also shows the hit that many teams took during the Great Depression as well.

Table 2: Income Comparison 1946 abbreviated chart

	Income	Expenses	Attendance
MLB: Philadelphia Phillies	\$1,224,418.18	\$1,078,998.59	1,045,247
AAA League average: Pacific Coast League	\$544,454.71	\$401,711.71	481,268
AA League average: Southern Association	\$237,516.75	\$202,560.25	228,904
A League: Utica	\$67,642.42	\$89,687.43	93,802
B League: Wilmington (InterState)	\$100,248.90	\$79,247.40	132,550
Negro League: Kansas City Monarchs	\$1555,921.20	\$95,915.84	100,000+

This graph shows the income and expense overhaul for the 1946 season. The graph focuses in on the most popular team of Negro League, the Kansas City Monarchs in comparison to other leagues including Major League Baseball. A key thing to note is that many of the agreements in place when it came to field rentals is that the major/minor league parks that the Monarchs would use is a 20 to 25 percent kick back to those teams from gross receipts. These are very clear

indications that organized baseball wanted to keep the Negro Leagues going because it meant money for them without having to sign a player. Therefore, they could still have financial gain while maintaining the political stance of not allowing black players in.

Daily Life

There were many challenges of the daily life of baseball players of color during this era, primarily due to the pervasive racial segregation that permeated American society. The early 1920 - 1960's was characterized by the prevalence of the Jim Crow laws, and the constant threat of racism and violence loomed both on and off the field. The Negro Leagues faced a different set of rules such as limited resources, meager financial compensation, and inadequate facilities. As well as poor traveling conditions with long bus rides and segregated accommodations. In spite of all these challenges the players endured they overcame it all with their play as well as determination no matter what the circumstances where they grew up in.

Walter "Buck" Leonard

Born in 1907, Buck Leonard became an integral part of the Homestead Grays dynasty from the 1930s to the 1940s, making significant contributions as the first baseman for an impressive 15 years with the Grays. His enduring commitment and loyalty to one team marked the longest term of service for a player within the Negro Leagues. Renowned for his exceptional skills, Leonard earned the nickname the "Black Lou Gehrig," a title he humbly accepted but believed he never fully measured up to. Leonard patterned his game after Gehrig, both in batting and fielding, and considered it an honor to be associated with the legendary Yankee. Leaving school at 14 due to a lack of opportunities, Leonard did not obtain his high school diploma until the age of 52, working various jobs to support his family, including a stint as a shop worker for the Atlantic Coast Line Railroad. Growing up in a family of six children in Rocky Mount, Leonard's father's passing in 1919 necessitated him to find employment early on, leading to a series of jobs while simultaneously playing semi-professional baseball. He earned his nickname "Buck" from his brother, who couldn't pronounce "Buddy," and it stuck throughout his illustrious career. Buck's journey to professional baseball took a turn in 1932 when he lost his job with the railroad, leaving him with no option but to pursue his passion. Offered \$15 a week by Doc Daughtry of the Portsmouth team, Leonard transitioned from an outfielder to become the manager and first baseman, positioning himself closer to the umpires to vociferously dispute questionable calls. This marked the beginning of an extraordinary career that left an indelible mark on the history of Negro League Baseball.

Leonard had a tremendous skill set but acknowledged he did not want to be the first to break the color barrier simply because he did not want to be forced to socialize with people who didn't welcome him with open arms. He was known as a player who was not theatrical as most 1st baseman was. He finished with a .345 batting average, .589 slugging percentage. He also had

4 consecutive Negro League World Series appearances, winning back-to-back 43-44. Leonard was elected to the Hall of Fame in 1972 and was ranked by *Sporting News* as a top 50 baseball player of all time. Leonard was one of the pillars of Negro League baseball.

Martin Dihigo

Martin Dihigo, born on May 25, 1906, in Cidra, Cuba, led a remarkable and multifaceted life as one of the most versatile and accomplished athletes in the history of baseball. Excelling not only as a pitcher but also as an infielder and outfielder, and every position on the field, Dihigo's impact on the game spanned several decades. Nicknamed "El Maestro" (The Master), he played in various leagues, including the Negro Leagues in the United States, the Cuban League, and the Mexican League. Dihigo debuted with the Cuban Stars of the Eastern Colored League in 1923 as an 18-year-old second baseman. He came in being described as a light hitter but playing year-round helped him develop into someone who was feared at the plate. His inherent athletic talent showed more and more as he filled out. Dihigo started to take on greater roles in the game. He slid over to shortstop, where his lightning speed immediately clicked. El Maestro was also a master in the outfield, where he took great pleasure in striking out batters at the plate with his enormous right arm. He was better than most third basemen, but his true calling was pitching. Dihigo was fast and controlled on the mound. He hit over .300, led the league in strikeouts, and pitched the first no-hitter in Mexican League history in 1938.

His peers also truly enjoyed him as a teammate as well as a player. Often compared to DiMaggio due to his skillset Dihigo received lots of praise from his peers. "He was the best ballplayer of all time, black or white." said Buck Leonard. One of his biggest attributes was that he loved to throw players out at the plate and was very effective in the outfield. Dihigo became the first and only player to be inducted into the Baseball Halls of Fame in Cuba, Mexico, and the United States. Beyond baseball, he showcased his athletic prowess in other sports, including soccer and boxing. Dihigo's legacy extends beyond statistics, as he navigated the challenges of racial segregation and discrimination while leaving an indelible mark on the sport, solidifying his place as a transcendent figure in the annals of baseball history. Martin Dihigo passed away on May 20, 1971, leaving behind a legacy of excellence and versatility that continues to be celebrated.

Satchel Paige

Leroy "Satchel" Paige, often considered one of the greatest pitchers in baseball history, was a legendary figure in the world of baseball. While he was most known for his time on the Kansas City Monarch where he won multiple championships, Paige began his professional

baseball career in the Negro Leagues, playing for various teams, Paige and other Negro League stars often participated in barnstorming tours, traveling the country to play exhibition games against both Black and white teams, including Major League Baseball teams. These tours helped showcase the talent of Black players. On these barnstorming tours Paige was known to jump from contract to contract in search of the highest bidder from time to time. One of his stops was in Bismarck, North Dakota. As one of the few blacks in the city when he initially came, he had to rent out an old box car for housing due to the difficulty. After he began to win, people in the city started opening their homes to him. He soon became a celebrity in the town and united the different races. This is when the collaboration between the major league teams and the barnstorming teams started to ramp up due to the profitability that it could create.

Paige known for his flashy style and on field personality was the best Negro League pitcher by far. When word was reaching down the pipeline that the majors were looking to integrate, he assumed he would be the first, even as injuries and age were a big factor. Although he didn't get his name called first, he was able to become the oldest rookie at the time when he was signed by the Cleveland Indians at forty two years old. Satchel pitched in a game at the age of 59 and he was the first Negro League player to make it in the Hall of Fame in 1971. Paige's career and achievements are a testament to his resilience and talent in the face of racism. He became an iconic figure who inspired others and contributed to breaking down racial barriers in professional sport

Roberto Clemente

Nicknamed "The Great One", **Roberto Clemente** endured a lot during his career. The 15-time All-Star and 2 time World Series Champion had a plethora of adversity that he had to overcome during his playing career. Clemente bristled over the racist way that sportswriters covered him. During the time span of 1955-1972 Clemente played more games than anyone on the Pirates in spite of this teammates, coaches, and news writers would accuse him of being lazy or faking injuries if he missed a game. According to Pirates trainer Tony Bartirome, Clemente "... wasn't a hypochondriac, he was a fighter." This was a stark contrast to how white players were perceived.

The main place in which the microaggressions ran rampant were with the newspaper writers. Instead of calling him Roberto, writers would call him Bobby, or Bob. When Clemente came to the majors he knew a minimal amount of English, writers would take advantage of that and quote him the way it sounded, known as broken English. After winning the 1961 All-Star Game for the National League, for example, Clemente was quoted as: "I get heet.... When I come to plate in lass eening ... I say I 'ope that Weelhelm [Hoyt Wilhelm] peetch me outside...." This is often something that we still see today. A purposeful mispronouncing of a players name,

etc. In spite of all of the obstacles Clemente was known for his humanitarian efforts and charity work. Although he was mocked by some Roberto Clemente was a true legend and well-rounded player.

Teaching Strategies

Videos: In order to allow students to gain the visual aspect of this unit the students will have various videos about life in the negro leagues as well as breaking the barriers that they will get to watch. This will include but not limited to the following:

1. Rube Foster
2. Beginning of Negro Leagues
3. Satchel Paige
4. Jackie Robinson
5. Josh Gibson
6. Roberto Clemente
7. Kansas City Monarchs
8. Integration

Podcast: There are a few podcast that I will be giving the student to allow them to gain knowledge and perspective on the people and times of the Negro Leagues and beyond.

1. Black Diamonds: "The Most Influential Man in Baseball History": Bob Kendrick & Kenny Williams on the life and legacy of Rube Foster
2. Black Diamonds: "So Much More Than Just Mr. Cub": Fergie Jenkins, Ron Rapoport, and Bob Kendrick on the Complicated Career of Ernie Banks
3. Black Diamonds: Frank White | The 1942 Kansas City Monarchs

Commercials: Student will have the opportunity to create their own commercials about a plethora of topics on the Negro Leagues and beyond. Essentially ,they will have the ability to focus on one of the areas of their choosing and create a marketing campaign to highlight everything on the topic.

Character Bios: In order to encourage student collaboration breakout rooms will be utilized. Students will have each other to bounce ideas, gain understanding, and synthesize their writing.

Journaling: After students watch the videos and audio components of the lesson, they will journal their thoughts and feelings which will be used later in the unit as a piece that will help them do their final project.

Gallery Crawl: Students should be able to have a baseline for understanding what was lifelike in the Negro Leagues so they will be able to take part in a gallery crawl that helps them get a linear understanding of the inner workings of the Negro Leagues.

Marketing Campaign: Students will have the opportunity to create their own marketing campaign that will bring the heart of the Negro League experience to life. This will give the students a chance to use their creativity.

Appendix I: Teaching Standards

7.B.1 Understand how individual and group values and beliefs have influenced various cultures. I believe that taking a deeper focus into Hispanic and African American baseball players during this time that students will get a better understanding of how these groups have impacted the game.

7.E.1 Understand the economic activities of modern societies and regions.

My hopes are to find contracts of the players and compare and contrast them to their counterparts to see if there are vast differences.

7.H.1 Evaluate historical and current events from a variety of perspectives.

This is the overall theme of my research is to see how the past and present collide.

Appendix II: Resources for Students

The Negro Leagues MLB Website

The Negro Leagues website is a crucial resource for students as it sheds light on an often overlooked but immensely significant chapter in American sports history. Exploring this online platform provides students with a unique opportunity to learn about the challenges and triumphs of Black baseball players during a time of racial segregation. The website not only presents engaging narratives of legendary athletes but also offers a window into the broader societal struggles that shaped the Negro Leagues. By studying this history, students gain a more complete understanding of the contributions of African American players to the sport of baseball, fostering a sense of appreciation for their resilience and skill. Beyond the realm of sports, the Negro

Leagues website facilitates important discussions about social justice, civil rights, and the ongoing pursuit of equality. It encourages students to reflect on the past, fostering a more inclusive and informed perspective on American history.

Pride and Prejudice The Story of the Negro League Documentary

This documentary delves into the challenges faced by Black athletes who, barred from mainstream professional leagues, established their own vibrant and competitive baseball associations known as the Negro Leagues. Against the backdrop of racial inequality, the film highlights the incredible talent, resilience, and camaraderie of these players, showcasing their impact on the evolution of American sports. Through a blend of interviews, archival footage, and historical context, the documentary sheds light on a pivotal chapter in baseball history and celebrates the enduring legacy of the Negro Leagues.

Appendix III: Resources for Teachers

One Nation Under Baseball: How the 1960s Collided with the National Pastime

This book helps by examining the ways in which baseball responded to and shaped issues like civil rights, Vietnam War protests, and the counterculture movement, the book provides a nuanced understanding of the sport's role as a microcosm of American society. Through its research and engaging storytelling, the book not only captures the excitement of the game but also offers a rich and intricate relationship between sports and societal change during a pivotal period in American history.

Black Diamonds Podcast

The Black Diamonds Baseball Podcast helps by shining a spotlight on the Negro Leagues and the challenges faced by black athletes during times of segregation, the podcast not only educates listeners about the rich cultural and historical contributions of black baseball players but also fosters a deeper understanding of the broader social and racial dynamics that shaped the sport. Through insightful interviews, discussions, and storytelling, the Black Diamonds Baseball Podcast provides a nuanced perspective that transcends the statistics, offering a more comprehensive narrative of the players' struggles, triumphs, and the impact they had on breaking down racial barriers in the sport.

Negro League Baseball The Rise and Ruin of Black Institutions

This book is essential the mecca of Negro League publications and shows how the rise of these leagues represented a significant moment in African American history, providing not only a platform for black athletes but also fostering economic independence and community pride. By

chronicling the growth and eventual decline of these institutions, the book sheds light on the complexities, challenges, and triumphs faced by black baseball players and the communities they represented.

We Are the Ship: The Story of Negro League Baseball

Narrated from the perspective of a fictional player, the book captures the spirit and camaraderie of the league, emphasizing the extraordinary talent that thrived in spite of adversity. This is helpful for students because it highlights the players who may not have been as known to the casual fan.

Appendix IV: Classroom Materials

<u>Activity 1: Gallery Walk</u> Warm Up: What do you know about the Negro Leagues? Activity Instructions: Students will go around the room to view different events of the negro leagues and answer the questions Exit Ticket: Summarize in 2-3 sentences something your learned today.	<u>Activity 2: Build your Perfect Team</u> Warm Up: Who is your favorite baseball player of all time and why? Activity Instructions: Students will create their perfect team consisting of Negro/Spanish Leagues at each position on the field and analyze. Exit Ticket: In one paragraph please explain why your team is perfect. Please	<u>Activity 3: Trading Card Activity</u> Warm Up: Do you have any collectable items? Please explain. Activity Instructions: Students will create trading cards for their favorite Negro League Player. Exit Ticket: Which one of your trading card players was the most impactful?
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	talk about your strengths and any possible weaknesses.	
<p><u>Activity 4: Negro League vs MLB</u></p> <p>Warm Up: Do you think that Negro League Players are just as good as MLB players why or why not?</p> <p>Activity Instructions: Students will compare and contrast different MLB & Negro League Stars</p> <p>Exit Ticket: Has your answer changed? Why or Why Not?</p>	<p><u>Activity 5: Activism Now v Then</u></p> <p>Warm Up: Students will read an article about early Negro League activism to lead into lesson.</p> <p>Activity Instructions: Students will research key activist from Negro Leagues and pick a topic during today that has to do with sports and compare and contrast.</p> <p>Exit Ticket: What is the impact of sports and activism?</p>	<p><u>Activity 6: Commercial</u></p> <p>Warm Up: What makes for a good commercial?</p> <p>Activity Instructions: Culminating the unit students will create their own Negro League Commercial</p> <p>Exit Ticket: Rate this unit 1-10. What was your favorite activity</p>

Activity 1 : Gallery Walk

Picture	
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Activity 2: Build your Perfect Team

Directions: BACKGROUND INFORMATION

Congratulations, future General Managers! It's time to step into the shoes of a seasoned GM and build your own dream baseball team. Imagine the thrill of assembling a roster that combines power hitters, ace pitchers, and agile fielders. Your task is to carefully select players, considering their strengths, skills, and chemistry on the field. Take a strategic approach, balancing offense and defense to create a well-rounded team. Consider the dynamics of teamwork and leadership as you craft a squad that not only excels individually but also synergizes for success on the diamond. This exercise isn't just about picking players; it's about creating a winning culture and strategy. So, get ready to make some tough choices, showcase your baseball acumen, and let the drafting begin! May your managerial skills lead your team to victory on the virtual baseball field!

Requirements

- Create a Team Name
- Create a Uniform
- Must have Stadium Location
- Must have Each Position
- Must have Team Captain
- Each player must have quick 1-2 sentence bio highlighting skill set
 - Strengths, Stats, explaining why they are the best
- Must write a quick paragraph explaining how this team would work good together

The positions you must fill are listed below

<u>Left Field</u>	<u>Center Field</u>	<u>Right Field</u>
<u>1st Base</u>	<u>2nd Base</u>	<u>3rd Base</u>
<u>Shortstop</u>	<u>Pitcher</u>	<u>Catcher</u>

Activity 3: Negro League Trading Cards Directions

Goal: Your goal is to create 7 of your own trading cards about the Negro League & Spanish League Players!

Example Here: [Trading Card Template](#)

Step 1: Figure out the their birthday

Step 2: Find out their hometown.

Step 3: List their position/s played

Step 4: List nickname/reputation

Step 5: Calculate their stats

Step 6: Research 2 fast facts

Step 7: Rate the following categories 1-10 (pitching, hitting, fielding, leadership/showmanship)

Step 8: List strengths

Step 9: List current day comparison

Step 10: Once your information is in the cards, add pictures on both sides of the cards

Bonus: When you are finished you may play against other trading cards based off of the number system associated at the bottom.



Activity 4: Negro League vs MLB Legend Comparison

Directions: Your goal is to compare a Negro League player to an MLB Player

Player 1	Player 2
Similarities:	
Differences:	

What player do you think was better and why?

Activity 5: Activism now and Then

Directions: Students, your assignment is to compare the activism within the Negro Leagues to contemporary activism in sports.

1. Start by researching and understanding the ways in which players, managers, and the league itself engaged in activism during the era of the Negro Leagues.
2. Consider the challenges they faced and the impact their activism had on both the sports world and broader social issues.
3. Then, explore current examples of activism in sports, examining how athletes, teams, and sports organizations are using their platforms to advocate for social justice and bring attention to important issues.
4. Identify commonalities, differences, and the evolution of activism in sports over time. In your comparison, analyze the strategies, motivations, and outcomes of activism in the Negro Leagues in contrast to the contemporary sports landscape.
5. Present your findings in a thoughtful and well-organized manner, drawing connections between the historical and present-day contexts of sports activism.

Activity 6: Create your own Negro League Commercial

Introduction:

You have recently been hired to create a Negro League Commercial to find promote the amazing players in the Negro Leagues as well as the social and entertainment aspects . Make the commercial appealing so possible viewers are drawn to it and notice it.

Include the following parts:

- ✓ Title
- ✓ Background information about the Negro Leagues
- ✓ A summary of the benefits and accomplishments of the Negro Leagues
- ✓ At least three players and their characteristics which make them successful
- ✓ Highlight the environment and gameday atmosphere
- ✓ Speak on the statistics and gameplay
- ✓ At least four images that relate to the above information
- ✓ A visually appealing layout and additional details to get people to notice your advertisement
(Examples: border, fancy writing, slogan, etc.)

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