

Lesson Plans: 03 SS LPQ1 108 Jackie Robinson and the Negro League

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Grade Level : Grade 3

Subject : Language Arts - Elementary, Reading - Elementary, Social Studies - Elementary

Standards/Assessed

Benchmarks: Florida STATE FL Social Studies Standard (2008)

Grade 3

Florida Sunshine State Standards

American history

1: Historical Inquiry and Analysis

SS.3.A.1.1 Analyze primary and secondary sources.

SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.

SS.3.A.1.3 Define terms related to the social sciences.

**Description/Abstract
of Lesson:**

Students will: Explain the role that Jackie Robinson had in integrating American society. Identify the qualities of character that made Jackie Robinson an ideal candidate to be the first African American Major League baseball player. Analyze primary source documents to interpret history.

**Essential Question-
Scope & Sequence:**

How have social and economic changes impacted Florida? Technology Connections and Teacher Materials : Branch Rickey and Jackie Robinson: Interview Essay. (attached below) A Picture Book of Jackie Robinson, by David Adler. Leagues Apart: The Men and Times of the Negro Baseball Leagues by Lawrence Ritter [Information about the Negro Leagues Jackie Robinson quotes and letters United Streaming video clip on Jackie Robinson Jackie Robinson information from the Major League Baseball Hall of Fame Biography of Jackie Robinson](#)

**Technology
Connections and
Teacher Materials:**

chart or butcher paper crayons or markers images of baseball players symbols of baseball and stadiums

Duration : 4 Days

Vocabulary:

Barnstorming – Traveling on a bus from town to town, looking for a game where they could find one, done by the Negro Leagues Civil Rights Movement – The twentieth century struggle by African Americans to gain the same rights as all other Americans Hostility – Extreme anger toward someone or something Humiliation – Treating someone with disrespect Integration – Allowing people of all races to use something equally Intimidation – Using threats to make one fearful or timid Jim Crow - name given to buildings, events, activities that were separated by race for African Americans only Negro Leagues – An organized group of African American baseball players formed in response to the Major Leagues, which only allowed white players Prejudice – A negative feeling about someone or something with no good reason Segregation – The act of keeping people of different races apart Self-control – To have control over one's impulses, actions, and emotions, especially in the face of adversity

**Steps to Deliver
Initial Instruction:**

Ask students what they already know about Jackie Robinson, and list these facts on the board. Show students the Discovery Education Streaming video about Jackie Robinson Have students read A Picture Book of Jackie Robinson, by David Adler, and /or the teacher may read the Biography of Jackie Robinson (attached below). After reading, check the facts on the board for accuracy and add any new facts they have learned. Introduce to students that Jackie Robinson reported to his first spring training at Daytona Beach, Florida in 1946. Even though Daytona beach welcomed Robinson, he and his wife still had to room and eat in only black establishments. In addition, many minor league games in Sanford, Jacksonville, and cities in Georgia were cancelled due to Robinson being in uniform. Today, you can visit Jackie Robinson Stadium in Daytona beach. Ask students why we would study a baseball player? Are we studying him because he was a Hall of Fame superstar or are we studying Jackie Robinson because of his courage to become a role model to help America end segregation.

**Guided Practice with
Feedback:**

Pass out the Branch Rickey and Jackie Robinson: Interview Essay. Have students read the essay individually Discuss Jackie Robinson's interview with Branch Rickey. Ask students why they think he chose Jackie Robinson to be the first African American major leaguer. Brainstorm a list of qualities Branch Rickey was looking for. Next to each quality, identify prior events in Jackie Robinson's life that exhibit these qualities. Divide students

into pairs and have them answer the following questions: Why does Branch Rickey think Jackie Robinson needs a girl? Do you agree or disagree? Why do you think Abraham Lincoln's portrait hung in Branch Rickey's office? What does it represent? What does "noble experiment" mean? Why do you think Branch Rickey asks Jackie Robinson not to fight back for three years? What does Jackie Robinson mean when he says, "I've got two cheeks?" Describe the courage it took for both Jackie Robinson and Branch Rickey. Would you have had that courage? Share students' answers with the whole class. Revisit the list of qualities and add to it as needed. Have each pair of students write a script for Branch Rickey's interview of Jackie Robinson. Although the essay provides some of the words they used, the students will have to make up most of the dialogue themselves. Remind them that, although Branch Rickey may have used some foul language, they must keep it clean for the classroom. After the dialogue is written, have each pair practice and perform it for the class.

Independent Practice: Review what the students learned yesterday about Jackie Robinson. Review the chart of Jackie Robinson's qualities. Tell students today they are going to look at some letters, telegrams, and quotes from Jackie Robinson. These are located at the National Archives. Quickly discuss the National Archives and their purpose. Prior to the lesson, copy each of Jackie Robinson's quotes onto a separate large sheet of paper. Randomly distribute the quotes, then have one student at a time come to the front of the class and read the quote. Discuss each quote and have students hypothesize what Jackie Robinson meant. Try to think of examples in his life that demonstrate these quotes. Hang the quotes in the front of the room. Introduce the concept of Primary Source Documents. On the website, <http://www.archives.gov/education/lessons/jackie-robinson/quotes.html>, there are links for 9 different primary source documents, including: Telegram to the White House Letter to President Eisenhower Draft letter from Vice-President Nixon Letter to President Kennedy Telegram to President Kennedy Photograph Telegram to President Johnson Letter to President Johnson Letter to the White House Using a computer projector, show the primary sources one at a time. Discuss what each document is and its historical time frame. For each document, have students identify a quote that best reflects the document.

Differentiated Instruction/Small Groups: Jackie Robinson played in the Negro league for the Kansas City Monarchs before he was signed to play for the Brooklyn Dodgers. The Negro League was a Jim Crow baseball league. Since African American baseball players were not allowed to play in the Major Leagues, they had to create their own separate league. Since the desegregation of baseball, Negro League players have been admitted to the Major League Baseball Hall of Fame. Introduce students to the National Baseball Hall of Fame. Using a computer projector, explore the website <http://web.baseballhalloffame.org/hofers/>. Click on "the museum" to explore different exhibits. On the board, make a list of artifacts typically found in the museum displays. Note how captions are used to explain the exhibits. Discuss the Negro Leagues and compare them to Major League Baseball. Read aloud *Leagues Apart: The Men and Times of the Negro Baseball Leagues* by Lawrence Ritter. Divide students into pairs or small groups. Have each group choose one Negro League player. Using the internet and other books, have them research their player. After researching, have each group create a display for the Hall of Fame, using some ideas generated during the prelesson. After planning the display, give each group a bulletin board sized piece of paper and have them create a mock-display, using art supplies such as construction paper, markers, or paint. When all groups are done, have each group share their display, explaining how and why they included each item. Post the displays in the hallway or another common school area.

ESE/ESOL Accommodations & Strategies: ESOL Strategies: Use authentic materials Provide a language and literature rich environment Read aloud to students Introduce vocabulary through pictures Use chunks of language in meaningful and appropriate context Allow sufficient wait time Engage students in questioning techniques Ask open-ended questions ESE Strategies: Reduce quantity of work Provide opportunities to orally complete assignments Emphasize content rather than spelling in written communications Use small group/individual instruction Adapt reading levels Use highlighted or altered materials Allow sufficient wait time

Lesson Closure/Review: Have students write an extended response essay about Jackie Robinson. The essay should include at least one quote and one primary source document and should explain some of the ways in which Jackie Robinson helped shape American History. Use SLCS D Holistic Scoring to assess work.

Assessment with Have students write an extended response essay about Jackie Robinson. The essay

Clear & Compelling should include at least one quote and one primary source document and should explain
Product Standards: some of the ways in which Jackie Robinson helped shape American History. Use SLCS
Holistic Scoring to access work.

Creator : Social Studies Content Team

File Attachments: Jackie Robinson Interview Essay[1].txt

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