



# Baseball After Jackie Robinson

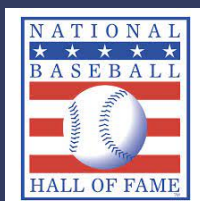
**Grades:** 5-6

**Objective:** Students will be able to:

- Reflect on the information gained from their learning experience with the Baseball Hall of Fame.
- Identify events and individuals of note in the history of African American baseball following Jackie Robinson.

**Time Required:** One class period

**Source:** National Baseball Hall of Fame





## Lesson 5 – Post-Visit Baseball After Jackie

Objective: Students will be able to:

- Reflect on the information gained from their learning experience with the Baseball Hall of Fame.
- Identify events and individuals of note in the history of African American baseball following Jackie Robinson.

Time Required: One class period

Advance Preparation:

- Select a variety of books and other print sources that have information about Major League Baseball since 1950.
- Schedule a session for your class in your school library.

Materials Needed:

- Writing materials
- Internet access for student research (optional)
- Print sources related to recent (since 1950) baseball history

Vocabulary:

**Civil Rights** - The rights to full legal, social, and economic equality extended to African Americans.

**Integration** - To give members of all races, religions, and ethnic groups an equal opportunity to belong to an organization, place of business, etc.



Applicable Common Core State Standards:

**W.6.2., W.7.2., W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9., W.7.9., W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.8., W.8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



## Lesson & Activity

1. To begin this lesson, discuss that after Jackie Robinson joined the Dodgers in 1947, some Major League clubs were quick to integrate. The Dodgers had several African-Americans on their roster by the mid-1950s. Other teams held off as long as possible. The last team to hire a black player did so in 1959. Overall, in the first decade of baseball's integration, only a small number of black players were hired by Major League teams.
2. Explain that students will be charting the progress of African Americans in baseball following the breaking of the color barrier in 1947.
3. Have students create a time line on the board or on a bulletin board. The time line should start in 1947 and finish at the present day. Allow students to calculate an appropriate scale for the time line. For example, 1" = 1 year.
4. Go to the school library during your scheduled time slot. Explain that students will be researching various "firsts" and notable accomplishments by black players, coaches, managers and executives to add to the timeline created in step 3.
5. Divide students into pairs. Allow each pair to choose (or assign) one of the following events or individuals:
  - First African Americans to appear in the All-Star Game
  - First African American pitcher to win a World Series game
  - First African American to throw a no-hitter
  - Baseball's first black coach
  - First major league team to field an all-black lineup
  - First black player to become a team captain
  - First African American umpire
  - Frank Robinson
  - Bob Gibson
  - Hank Aaron
  - Rickey Henderson
  - Bill White



6. Before allowing students to begin their research, review how to analyze and evaluate Internet sources of information.
7. Allow students time to research and take notes on their event or individual using the Internet and any print resources available. Students may also print/copy relevant photographs.
8. Have each pair of students turn in a 1-page overview of their event or individual.
9. Back in the classroom, have students complete their time line by writing down events and people in the appropriate order, and adding photos. Review the time line as a class.

**Conclusion:**

To conclude this lesson and check for understanding, lead a class reflection about your learning experience with the Baseball Hall of Fame. Ask students what they learned about Civil Rights and baseball during this unit. What did they not know before they started? What was their favorite part? What were they surprised to learn? What else would they like to learn in the future?