Lesson 1 - Pre-Visit
Self-Control - Jackie Robinson

Objective: Students will be able to:

- Define self-control and recognize circumstances where self-control can be difficult.
- Analyze real situations faced by Jackie Robinson and determine how he displayed self-control in those situations.
- Identify tools used to maintain self-control.

Time Required: 1 class period

Advance Preparation:
- Request a copy of the book *Teammates* by Peter Golenbock from your school library. You may also substitute one of the books listed below, or any other age-appropriate book about Jackie Robinson. The librarian may need a few days to get your request on loan.

Possible Sources:
- *Jackie Robinson* by Joshua E. Hanft
- *Jackie Robinson (Cornerstones of Freedom Series)* by Dan Elish
- *Jackie Robinson (Rookie Biographies)* by Wil Mara
- *Jackie Robinson* by Sally M. Walker and Rodney S. Pate
- *Jackie Robinson: Hero of Baseball* by Carin T. Ford
- *Promises to Keep: How Jackie Robinson Changed America* by Sharon Robinson
- *Stealing Home: The Story of Jackie Robinson* by Barry Denenberg
- *Time for Kids: Jackie Robinson: Strong Inside and Out* by Editors of Time for Kids

Materials Needed:
- Cardboard or paperboard boxes of different sizes that can be fit inside each other (cereal boxes, shoe boxes, etc.)
- White paper
- Markers or crayons
- Glue/Glue Sticks
- Scissors
Vocabulary:

**Consequence** - The effect, result, or outcome of something occurring earlier

**Self-control** - Control or restraint of oneself or one's actions, feelings, etc.

Applicable Common Core State Standards

**RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RF.3.3.**, **RF.4.3.**, **RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4.**, **RF.4.4.**, **RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
**W.3.3., W.4.3, W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.4., W.4.4, W.5.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5., W.4.5, W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6., W.4.6, W.5.6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**SL.3.1., SL.4.1., SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

**SL.3.2., SL.4.2., SL.5.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**L.3.1., L.4.1., L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.2., L.4.2., L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1. Start the lesson by asking students what it means when a person shows self-control.

2. Explain that when a person shows self-control, they are in charge of their behavior, their actions, and their words. Discuss that self-control isn’t always easy. It means thinking before you act.

3. Provide some examples of self-control. Write down examples on the board or on a piece of chart paper. (Possible examples include: not gossiping, doing what you're asked without complaining, using your time wisely, making healthy food choices, not hitting someone or getting in fights, etc.)

4. Have students brainstorm examples of self-control and add their ideas to the list.

5. Now ask students to think of examples of situations when self-control might be difficult. Provide an example or two. (Possible examples include: it’s a beautiful day and you’d rather play outside than do homework, your brother has taken your favorite toy and you’re angry with him, etc.)

6. With each student-provided example of a difficult self-control situation, ask students to describe how they would react. Which reactions show self-control? Which reactions do not?

7. Explain that even during hard situations, people who have self-control think about what might happen as a result of their actions before they do anything. We would say they think about the consequences of their actions.

8. Ask students why it is important to have self-control. (Possible answers could include: it helps people control their tempers and not get into fights, etc.)

9. Introduce and read aloud either Teammates by Peter Golenbock, or another book of your choice about Jackie Robinson (see source suggestions).

10. Once you finish reading, have students summarize the story. Discuss the meanings of any unfamiliar words.
11. Have students describe the main characters (Jackie Robinson, Branch Rickey, PeeWee Reese), using as much detail as possible.

12. Ask students to point out examples from the story where Jackie Robinson demonstrated self-control. For each situation referenced by the students, prompt students with additional questions such as:
   - What parts of that situation were beyond Jackie's control?
   - Do you think it was easy or difficult for Jackie to stay in control of his thoughts, words, or actions during that moment?
   - What might have happened if Jackie didn't show self-control in that situation?

13. Discuss that Branch Rickey told Jackie Robinson, "I want a man with the courage not to fight back." Why is showing self-control a courageous act?

1. Discuss that it is not always easy for a person to stay in control of his or her thoughts, words, and actions, especially in difficult situations. Give an example of something a person could do to help stay in control when they are upset. (Possible examples could include: take deep breaths, walk away from the situation, etc.)

2. Have students brainstorm other examples of things that a person could do in order to maintain self-control in a difficult situation. Write their ideas on the board or on a piece of chart paper.

3. Explain that students will now write stories about a difficult situation where they (or someone else) showed self-control. Students will use their finished stories to create story boxes.

4. Review that every story must have a beginning, middle, and an end. Write the following on the board:
   - Beginning: What is the setting of your story? Who is the main character?
   - Middle: What is the situation faced by the main character?
   - End: How does the main character face the situation with self-control?

5. Give students time to write their stories. If students are struggling to come up with ideas, you may direct them to look at the ideas you wrote down earlier.

6. Have students turn in first drafts of their stories. Provide appropriate commentary and necessary grammatical edits.

7. If possible, have students type the final drafts of their stories.

8. Ask students to identify the beginning, middle, and end of their stories. Have them cut out each section.

9. Give each student one large box, one medium-sized box, and one small box. The three should be able to fit inside one another (like stacking dolls).
10. Students should now glue plain white paper onto the outsides of their boxes, trimming off any excess paper with scissors.

11. Students should assemble their story boxes as follows: Glue the beginning of the story to the largest box. Glue the middle of the story to the middle-sized box. Glue the end of the story to the smallest box.

12. On the outside of each box, students may now illustrate the part of the story told on that particular box.

13. After all boxes have been completed, have students assemble their stories with the largest boxes on the outside and the smaller boxes nested inside.

**Conclusion:**

To conclude this lesson, have students share their stories. To check for understanding, make each student a "Self Control Check-up" card. Each week, assess the student's behavior. You can mark success with a sticker on the card. If the student’s behavior needs to improve, ask how they could show more self-control next week. If the student’s behavior was good, praise them for having the self-control it takes to follow the rules.