Objective: Students will be able to:

- Understand that courage is a complex character trait that can hold many different meanings.
- Compare and contrast the portrayal of Jackie Robinson in a non-fiction book and in a documentary film.
- Present a role play scenario and identify courage as demonstrated by scenario characters.

Time Required: 2-3 class periods

Advance Preparation:

- Request the following from your school library
  - "Inning 6: The National Pastime" from the series "Baseball" by Ken Burns
  - One of the following books about Jackie Robinson, or another of your choice
    - Jackie & Me (Baseball Card Adventures) by Dan Gutman
    - Jackie Robinson (20th Century Biographies) by Anne E. Schraff
    - Jackie Robinson (Graphic Biography) by Saddleback Educational Publishing
    - Jackie Robinson (Overcoming Adversity) by Gina DeAngelis
    - Jackie Robinson and the Integration of Baseball by John Wukovits
    - Promises to Keep: How Jackie Robinson Changed America by Sharon Robinson

Potential Sources:

Materials Needed:

- "What Would You Do" Scenario Sheet (included)
- Your preferred means of screening a movie
Vocabulary:

**Adversity** - A state of hardship or misfortune

**Consequence** - The effect, result, or outcome of an earlier event

**Courage** - The quality of mind or spirit that enables a person to face difficulty, danger, pain, etc. without fear

**Obstacle** - Something that obstructs or hinders progress

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

Applicable Common Core State Standards

**RI.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RI.6.6.** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.9.** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**RI.7.6.** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RI.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.8.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.6.** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**RI.8.9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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**Other Relevant National Learning Standards**
(Based on Mid-continent Research for Education and Learning)

**Arts. Theatre. Standard 1. Level III [Grade: 5-8]** Demonstrates competence in writing scripts

**Arts. Theatre. Standard 2. Level III [Grade: 5-8]** Uses acting skills

**Arts. Theatre. Standard 3. Level III [Grade: 5-8]** Designs and produces informal and formal productions

**Arts. Theatre. Standard 4. Level III [Grade: 5-8]** Directs scenes and productions
1. Begin by engaging students in a discussion about courage. What is courage? What does it mean to be courageous? Create a class definition and write it on the board.

2. Ask students for examples of people who are, or have been, courageous. Their examples may be drawn from their own lives, from history, or from the present day. Have students explain why the people they highlighted could be viewed as courageous. Write students' examples down on the board for later reference.

3. Review the examples of courageous people given by students, and discuss how a person becomes courageous. Is someone born courageous or is courage something developed over a person's lifetime?

4. If he was not already listed by students, add Jackie Robinson to the list of courageous individuals. Explain that Robinson demonstrated tremendous courage when he became the first African American to play in the modern major leagues.

5. Students will be examining different portrayals of the life of Jackie Robinson: one in print, and one on film. Students will assess how the writer and filmmaker sought to communicate Robinson’s courage in the face of adversity.

6. Provide students with copies of the book you selected about the life of Jackie Robinson. Allow students time to read the book in class, or assign it for homework.

7. Depending on the type of text you chose, discuss whether the text is non-fiction or a fictional portrayal of real people and events. Have students summarize major events, and analyze the main characters portrayed in the text.

8. Introduce the documentary "Baseball": Inning 6, The National Pastime that discusses Jackie Robinson's life. Discuss that documentaries are non-fiction films meant to educate viewers about the film’s topic.

9. Screen Inning 6, and then discuss the film segment with the class. Encourage students to think critically about the information portrayed in the film.
10. Discuss that even though documentaries are non-fiction, documentary filmmakers usually do have a point of view. Ask students whether or not a point of view is evident in Inning 6. Discuss the reliability of a documentary as a source of information.

11. This documentary includes interviews with baseball historians as well as individuals who experienced specific events firsthand. Ask students, “What do the firsthand accounts included in this film contribute to the overall story of Jackie Robinson?” “How do firsthand accounts help provide perspective?”

12. Have students consider the information in both the text and documentary as you lead a short discussion about Jackie Robinson’s courage.
   - What were some of the obstacles Jackie encountered and how did he overcome them?
   - What risks did he take and why?
   - How big a factor was courage in Robinson’s success?
   - Was Jackie Robinson born with courage, or did he have to develop it over time?
   - Discuss Branch Rickey’s quote, "I want a man with the courage not to fight back." Why is showing self-control a courageous act?

13. Have students compare and contrast the text and documentary in a short writing assignment. How does each medium portray the life of Jackie Robinson? Which medium portrays Robinson’s life story most effectively? Students should support their opinions with evidence from the text and documentary.

1. To begin the activity, review the list of courageous people created earlier in the lesson. Highlight examples of people who are not well-known individuals. Stress that everyone is capable of being courageous in tough situations.

2. Explain that students will be role playing several common situations that require courage.

3. Divide students into four groups. Assign each group a different scenario from the "What Would You Do?" scenario sheet (included).

4. Direct the groups to read their scenarios and decide who will act out the different parts. Group members should then work together to write a short script for their given scenario.

5. Allow students time to write and rehearse their scenarios at least once before presenting them to the class.

6. Groups take turns acting out their given scenario for their classmates. After each performance is complete, ask the rest of the class to identify how the main character showed courage in their situation. What obstacles did they have to overcome? Possible answers include:
   - Standing up for what is right, even if you are alone.
   - Not giving in to peer pressure.
   - Not letting fear or anger get the best of you and keeping your cool.
   - Expressing yourself regardless of what others might think.

**Conclusion:**

To conclude this lesson and check for understanding, have students write a response to the following prompt: Describe a situation in which you showed courage. Was it easy or difficult? What were the consequences of showing courage in that situation? Did it cost you anything? What were the benefits of showing courage? Invite students to share their responses with the class.
What Would You Do?

1. Your dad has wanted you to be a soccer player since you were a little kid. He set up a goal for you in the back yard, he has been a coach's assistant on some of your teams, and he is always pushing you to practice and exercise on weekends so that you get better. The thing is, you don't really want to play soccer anymore. You are really interested in learning to play the guitar instead. What would you do?

2. You are at summer camp, and there is another kid in your cabin who always seems mad at you for no reason. Everything you do seems to get on his nerves. One day, he starts yelling at you. You are so fed up with this guy that you really want to yell back. There are a lot of other kids watching. What would you do?

3. You learned to play the saxophone in fourth grade and you've loved it ever since. You have gone to band camp a few times, and you're planning on trying out for marching band when you get to high school. Not all of your friends are into music like you are, and you do other fun things with them outside of school. Recently, some of your friends have started to call you a "band geek" and it's really getting on your nerves. What would you do?

4. Kate has been your best friend for as long as you can remember. Recently, you have started to hang out with a new group of girls. At first, you have a lot of fun talking with the other girls. Then one of the girls starts telling you some pretty bad stuff about Kate. What would you do?