Lesson 1 – Pre-Visit
19th Century Baseball

Objective: Students will be able to:
- Explain how and why a time line is used.
- Work together to create a time line of significant events in early baseball history.
- Practice reading comprehension skills.

Time Required: One class period

Materials Needed:
- A copy of the "Early Baseball" article for each student (included).
- Early Baseball photo sheet (included).
- Photos for Educational Purposes Only
- Glue sticks
- 8 large index cards or blank sheets of paper. Write one of the following dates on each card or sheet:
  - 1845, 1861-1865, 1869, 1872, 1884, 1887, 1890, 1910

Advance Preparation:
- Cut out photos from Early Baseball photo sheet.

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

**Discrimination** - Making a distinction in favor of, or against, a person based on a category to which that person belongs rather than on individual merit

**Exclude** - To keep out

**Professional** - Doing something as a means of livelihood or for monetary gain

**Segregation** - The separation or isolation of a race, class, or ethnic group by the use of separate facilities, restricted areas, or by other discriminatory means

**Sequence** - To put events into the order in which they occurred

**Time Line** - A linear representation of important events in the order in which they occurred
Applicable Common Core Learning Standards:

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

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Applicable Common Core Learning Standards (Continued):

**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.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.4.1., W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**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 on grade-appropriate topics and texts, 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.
Lesson

1. Begin this lesson by asking students, "How many of you have ever played an organized sport (such as Little League baseball, team soccer, etc.)?" If you have had an opportunity to do so, what was your experience when you went to practice for the very first time? Were you excited? Nervous? Both

2. Now tell students, "Imagine going to practice for the first time and being told that the team won't let you play." How would that make you feel? Ask students, "What is it like to be left out of something that is important to you?"

3. Explain that there was a time in American history when African American athletes were left out. They faced segregation. That means they were often treated differently than everyone else. They were sometimes excluded from events and places because of the color of their skin.

4. Discuss that public places, like bathrooms, theaters, schools, and buses were segregated. Sports teams were segregated too.

5. Provide each student with a copy of the "Early Baseball" article (included).

6. Have students take turns reading the article aloud or have students read silently.

7. Discuss the article as a group. Use the following questions to help guide discussion:
   - Review any unfamiliar vocabulary words.
   - Summarize the historical events in this article. What happened? Why?
   - What was the cause of African Americans' exclusion from major league baseball?
   - What effect did segregation have on opportunities for African Americans in baseball?

8. Introduce the activity.
Activity

1. Discuss with students that in order to understand history, it is important to know when things happened. It is also important to know in which order they happened.

2. Explain that a **time line** is a tool that shows when events took place, and also shows the amount of time that passed between events. A time line helps **sequence** events in history.

3. If there is a time line available in one of your text books, direct students to examine it. Otherwise, proceed to Step 4.

4. Draw a time line from 1840 to 1920 on the board. Students will add events to this time line later. Point out that time lines are read from left to right. Earlier events are to the left, and later events are to the right.

5. Point out that time lines are divided into equal segments of time. Demonstrate how to label each segment using the example you created on the board in Step 4.

6. Explain that students will be working together to build a time line of events related to the involvement of African Americans in baseball.

7. Divide students into 8 pairs, or 8 small groups depending on the size of your class.

8. Explain that each group will receive a card with a date written on it. Students should refer to the "Early Baseball" article to find out what happened on their assigned date, and then write that information on the card.

9. Distribute the time line cards and allow students to begin working. Students may share responsibilities with this project. For example, one student can be the researcher and the other the recorder. The researcher can find the information, and the recorder can write it on the card.

10. Allow 5-10 minutes for this activity. Circulate around the room to check students' progress and provide assistance when necessary.
11. Provide each group with the relevant photograph from the Hall of Fame Photo Archive (included). Have each group use a glue stick to attach the photograph to their card.

12. When students have finished, ask them to share their cards with the class. Begin with the earliest date and end with the last date on the time line cards.

13. As each group shares, build the time line by taping the group's information card to the appropriate place on the time line. When students finish presenting, your time line will be complete.

14. You may want to transfer your time line from the board to a bulletin board or one of the walls in your classroom.

**Conclusion:**
To conclude this lesson and check for understanding, ask students to write a reflection about today's lesson. If students have never written a reflective piece, use the following sentence starters: Today I read about . . . I learned that . . . I would like to know more about . . .
Early Baseball

Americans began playing baseball in the early 1800s. Back then, each town had its own set of rules. That must have made the game confusing! In 1845, Alexander Cartwright wrote down the first rules for the modern game of baseball. After that, the game looked the same wherever it was played.

During the Civil War (1861-1865), soldiers in the Union army traveled around the country. Wherever they went, they played baseball in their free time. Soon, people who had never heard of baseball were learning to play. The game was very popular and it soon became known as the "national pastime."

Before 1869, baseball was played for fun. Hardly anyone got paid to play. Then in 1869, the Cincinnati Red Stockings became the first professional team. Other teams began to pay their players too, and soon the teams were competing to get the best players. However, the teams were really only interested in white players. There were many talented black players, but few teams wanted to hire them.

Some black players did get the chance to play on professional teams. Bud Fowler was the first African-American professional player. He joined a minor league team in 1872. In 1884, Moses Fleetwood "Fleet" Walker became the first African-American major league player when his team, the Toledo Blue Stockings, joined the major leagues.

Life for black players on white teams was not easy. Their own teammates were often not nice to them, fans would threaten them, and their opponents would play rough on purpose. Many white owners and players refused to play against other teams that had black players. By 1887, major and minor league owners agreed that they would stop hiring black players.

By 1890, the only way black players could play professionally was to start their own teams. They traveled to many towns and cities, playing against anyone who would play them. In some places black teams and white teams played each other. By 1910, there were more than sixty African-American baseball teams.
Early Baseball Photos

1845 - Alexander Cartwright
1860 - 1865 Civil War Soldiers
1869 - Cincinnati Red Stockings
1872 - Bud Fowler with Team

1884 - Moses Fleetwood Walker
1887 - African Americans were not allowed to join major league teams.

1890 - African Americans played on their own professional teams like the Cuban Giants.
By 1910, there were more than 60 professional African American teams.