Objective: Students will be able to:
- Identify important individuals associated with the formation and success of the Negro leagues.
- Practice research and note-taking skills.

Time Required: One class period

Advance Preparation:
- Cut out the photos from the Negro leagues Players photo pages (included).
- Request a copy of either of the following books from your school library:
  - Negro Leagues: All-Black Baseball by Laura Driscoll and Tracy Mitchell
  - Fair Ball! 14 Great Stars from Baseball's Negro leagues by Jonah Winter

Materials Needed:
- A copy of either of the books listed above
- A variety of baseball cards - 1 for each student in the class
- Card stock
- Glue or glue sticks
- Copies of the Negro leagues Baseball Card graphic organizers for each student (included)
- Negro leagues Players photo page (included)
- Internet access for student research

Vocabulary:
Barnstorming - To tour an area playing exhibition games
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
Jim Crow Laws - Any state law discriminating against black persons
Negro leagues - Any of the organized groups of African American baseball teams active between 1920 and the late 1950s
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
Applicable Common Core State 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.3.3. 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.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

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.4.3. 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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Applicable Common Core State Standards (Continued):

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.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Lesson

1. Start the lesson by asking students to name some of their favorite athletes. Write down students' suggestions on the board or on a piece of chart paper.

2. Explain that today there are people of all different backgrounds that play professional sports, but until 1947, African American athletes were not able to play major league baseball.

3. Review that during the first half of the 20th century, African Americans faced segregation. That means they were often treated differently than everyone else. They were sometimes set apart from others because of the color of their skin.

4. Explain that there were rules called "Jim Crow Laws" that kept white people and black people separated in public places.

5. Provide some examples of Jim Crow laws. For instance, people who had dark skin couldn't go the same places as people with light skin; they had to use different bathrooms, drink from different water fountains, stay in different hotels, sit in different sections of theaters and restaurants, and sit in the back of buses.

6. Discuss that until 1947, baseball was segregated too. There were all-white and all-black teams and leagues.

7. African American players during this time played in what were called the Negro leagues. Ask students what they know or what they have heard about the Negro leagues or about specific Negro leagues players (such as Satchel Paige or Josh Gibson).

8. Introduce your chosen book (either Negro Leagues or Fair Ball!).

9. Read the story aloud and then discuss the book with the class.
1. Distribute the baseball cards. Ask students what kind of information they see on the cards.

2. Introduce the activity by telling students that they are going to design baseball cards for famous Negro leagues baseball players.

3. Model an example on the board for students to see:

   **Player:** Jose Mendez  
   **Position(s):** Pitcher  
   **Team(s):** Cuban Stars  
   **Dates of Career:** 1908-1926  
   **Batting Average:** .312  
   **Honors:** Inducted into the Baseball Hall of Fame in 2006  
   **Why Remembered?** He once pitched a perfect game.

4. Assign a Negro leagues baseball player to each student (or pair of students):
   - "Cool Papa" Bell
   - Buck Leonard
   - John Henry "Pop" Lloyd
   - Josh Gibson
   - Judy Johnson
   - Leon Day
   - Martín Dihigo
   - Monte Irvin
   - Oscar Charleston
   - Ray Dandridge
   - Rube Foster
   - Satchel Paige
   - Smokey Joe Williams
   - Turkey Stearnes
   - Wilber Rogan
5. Distribute the Negro Leagues Baseball Card graphic organizers (included). Direct students to look up information about their players on the Baseball Hall of Fame website: http://baseballhall.org/hall-famers.

Students will be able to easily find their player by typing the player's name into the "Hall of Famer Search" box.

Information can be found in the player's bio and on the player's plaque.

6. As students find the information about their players, they should fill in the appropriate boxes on the graphic organizers. The time required for this activity will vary based on the number of students who have access to the internet.

7. When all students have finished their graphic organizers, hand out the pieces of card stock, and the photographs of the players.

8. Instruct students to paste their graphic organizers on one side of their piece of card stock, and the player's photographs on the other side.

9. Display the finished baseball cards around the room.

Conclusion:

To conclude this lesson, have students share their baseball cards by reading aloud the name of their player and sharing a fact they found interesting.
To check for understanding, give students a homework assignment to write a letter to the player whose card they created. In the letters, students may ask about any topic they find interesting. For example, they may ask about what life is like in the Negro leagues, or they might ask about interesting events that happened while barnstorming.

Optional:

Contact the Education Department at the Baseball Hall of Fame via e-mail (education@baseballhalloffame.org) to request plaque postcards for each of the Hall of Fame players referenced in this lesson.
# Negro Leagues Baseball Card

<table>
<thead>
<tr>
<th>Player Name:</th>
<th></th>
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<tbody>
<tr>
<td>Player Nickname:</td>
<td></td>
</tr>
<tr>
<td>Position(s):</td>
<td></td>
</tr>
<tr>
<td>Team(s):</td>
<td></td>
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<tr>
<td>Dates of Career:</td>
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<td>Batting Average:</td>
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<td>Honors:</td>
<td></td>
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<tr>
<td>Why Remembered?</td>
<td></td>
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</tbody>
</table>
Negro leagues Photos

James "Cool Papa" Bell

Oscar Charleston
Ray Dandridge

Leon Day
Martín Dihigo

Andrew "Rube" Foster
Judy Johnson

Buck Leonard
Smokey Joe Williams