Lesson 4 – Post-Visit
Jackie Robinson and Integration

Objective: Students will be able to:
- Reflect on the information gained from their learning experience with the Baseball Hall of Fame.
- Describe the importance of Jackie Robinson to baseball and to Civil Rights.
- Use a time line to show important events in the life of Jackie Robinson.
- Express thoughts and opinions in writing.

Time Required: One class period

Advance Preparation:
- Request a copy of one or more of the books listed below from your school library.
  The librarian may need a few days to get your request on loan.
- Prepare a classroom or hallway bulletin board for use.

Possible Sources:
- Jackie Robinson (Cornerstones of Freedom Series) by Dan Elish
- Jackie Robinson (Rookie Biographies) by Wil Mara
- 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

Materials Needed:
- Writing materials
- Art materials such as crayons, markers, and colored pencils

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
Jim Crow Laws - Any state law discriminating against black persons
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.3.4., RI.4.4., RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-appropriate topic or subject area.

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.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.4.5. 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.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.

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.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Applicable Common Core State Standards (Continued):

**W.3.1.**, **W.4.1.**, **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

**W.3.6.** 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.

**W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W.4.4.**, **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.6.**, **W.5.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one-two pages in a single sitting.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
1. Introduce and read aloud the book of your choice about Jackie Robinson. If you have older students, consider reading more than one book and comparing the two accounts of Robinson's life.

2. Discuss the book (or books) with the class and review any vocabulary words.

3. Ask students a variety of comprehension questions. Have students refer to the text when appropriate, or they may reference some of things they learned during their experience with the Baseball Hall of Fame.
   - Where was Jackie Robinson born? In what year?
   - Where did he grow up?
   - What did he do for a living?
   - Who were some of the important figures in his life?
   - Why is he famous?
   - How did Jackie Robinson make an impact on other people’s lives?

4. Have students make a timeline of Jackie Robinson's life for display on the bulletin board you prepared earlier. Students may also draw pictures of important events in Robinson’s life to accompany the display.

5. Divide students into 6 small groups. Provide students in each group with lined paper, or have students use blank pages in their notebooks. Explain that students in each group are to write a response to a particular prompt.

6. Provide each group with a different writing prompt:
   - Describe the experience of African American baseball players prior to the breaking of the color barrier in 1947.
   - What kinds of challenges did Jackie Robinson face? How did he overcome those obstacles?
   - How did Jackie Robinson's actions on the field have an effect on other African Americans?
   - Why did Branch Rickey choose Jackie Robinson to play for the Brooklyn Dodgers?
   - Could Jackie Robinson be considered a hero? Why?
   - How did Jackie Robinson influence the future of baseball?
7. Allow groups to start with a general discussion of their prompts. Students should then respond to the prompt on their own by following the writing process.

8. Remind students that their responses should provide reasoning to support their opinions.

9. Once students have finished their responses, choose a couple of students from each group to share their responses with the class.

10. If possible, have students turn in final typed copies of their responses.

**Conclusion:**

To conclude this lesson and check for understanding, ask students to write another response for homework defending the statement that "one person can make a difference." Post students' responses on the bulletin board.