Lesson 3 – Pre-Visit
Jackie Robinson and Integration

Objective: Students will be able to:
• Describe the accomplishments of Jackie Robinson and how his actions challenged racism and discrimination in the United States.
• Review the difference between a primary and secondary source.
• Analyze and evaluate primary source documents.

Time Required: 1 - 2 class periods

Materials Needed:
- A copy of the "Jackie Robinson" bio sheet for each student (included)
- A copy of the “How to Analyze a Primary Source Document” sheet for each student (included)
- "Jackie Robinson Primary Sources" packet for each student (included)
- Projector

Vocabulary:
Activist - An especially active, vigorous advocate of a cause, especially a political cause
Bias - Having an unfair or unbalanced opinion
Court Martial - A court consisting of military or naval personnel to try charges of offenses by soldiers, sailors, etc., against military or naval law
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
Integration - To give members of all races, religions, and ethnic groups an equal opportunity to belong to an organization, place of business, etc.
Applicable Common Core State Standards:

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

WHST.9-10.2., WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4., WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.9., WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.
Lesson

1. To begin this lesson, review students’ prior knowledge of race issues in the early 20th century. Have students explain Jim Crow laws, and the “separate but equal” policy from the Supreme Court case *Plessy v. Ferguson*.

2. If you have completed Lessons 1 and 2 of this unit, review how segregation affected professional baseball.

3. Explain that by the 1940s, more and more people had begun to question segregation practices. Branch Rickey, the president of the Brooklyn Dodgers, thought the time was right for the integration of Major League baseball. He recruited Jackie Robinson from the Kansas City Monarchs. Branch Rickey knew that integrating baseball wouldn’t be easy. He told Jackie,

   “We’ll be in a tough position. We can win only if I convince the world that I'm doing this because you're a great ballplayer and a fine gentleman. If you’re a good enough man, we can make this a start in the right direction. But let me tell you, it's going to take an awful lot of courage.”

4. Distribute a "Jackie Robinson" bio sheet to each student (included). Explain that students will be discussing Jackie Robinson and how his actions challenged racism and discrimination in the United States.

5. Allow students several minutes to read the bio sheet.

6. Once students have finished reading, engage students in a classroom discussion about the following topics:
   - Why did Branch Rickey choose Jackie Robinson as the man who would break the color barrier?
   - Did Jackie's teammates accept him right away? Why/why not?
   - Do you think Jackie was ever afraid for his safety? His family's safety?
   - What kind of player was Jackie? What kind of person was he? How do you know?
   - How did Jackie Robinson remain involved in the fight for Civil Rights even after his baseball career was over?
1. Transition to a discussion about primary and secondary sources. Primary sources are sources created in the period being researched and by the people being researched. Secondary sources are after-the-fact scholarly analyses of a subject.

2. Explain or review that primary sources can come in many forms including maps, diaries, letters, memoirs, newspaper articles, government documents, posters, pamphlets, photographs, advertisements, paintings, films, novels, songs, etc.

3. Review that both primary and secondary sources can show bias. Explain that when working with historical sources, recognizing bias can be useful as it lets us find out about what people believed or thought about a particular subject.

4. Discuss that primary sources are a reflection of the people who wrote them and the time in which they were written. Sometimes these sources include terms and words that are not used anymore (i.e. Negro).

5. Ask students to think about how they might go about analyzing a historical document. Have students brainstorm questions to ask when looking at a document.

6. Provide students with a "How to Analyze a Primary Source Document" sheet (included). Review each point of analysis to ensure that students understand it.

7. Provide each student with a copy of the "Jackie Robinson Primary Sources" packet included with this lesson.

8. Put the example document on a projector. Analyze the document, guiding students through the "how to" list.

9. Explain that students will practice their analysis skills by looking at documents related to the integration of baseball.

10. Provide each student with a copy of the "Jackie Robinson Primary Sources" packet included with this lesson.
11. Explain that students will analyze one of the remaining documents in the packet using the "How to Analyze a Primary Source Document" sheet. Students may choose which source they would like to work with.

12. After working through the analysis questions, students will write a 3-5 page typed essay about their chosen source. Essays should reveal a thorough analysis of the source, not simply provide a general summary or overview.

**Conclusion:**

To conclude this lesson, discuss that Jackie Robinson's actions and character on and off the field had a great impact on many people's opinions about African Americans and integration. Was the experiment of integration successful? How so? How did Robinson's actions and character influence other African American players who followed him? Should Jackie Robinson have demanded that he be treated equally and with respect?

To check for understanding, have students write a short response addressing the significance of Jackie Robinson’s entry into Major League Baseball.
How To Analyze a Primary Source Document

Basic Identification
• What type of source is it? (newspaper article, letter, etc.)
• When was it created?
• Who created it?

Author’s Intent
• What is the author’s place in society? (profession, status, class, gender, ethnicity, etc.)
• How might the factors listed in the question above shape the author’s perspective in this source?
• Why do you think the author created this source?
• Does the author have an argument? If so, what is it?
• Who is the intended audience for this source?
• How might the intended audience shape the perspective of this source?

Historical Context
• Under what specific historical circumstances was this source created?
• What larger historical events, processes, or structures might have influenced this text?

Content of the Source
• What historical facts do you learn from this source?
• What biases or other cultural factors might have shaped the message of this source?
• What historical perspectives are left out of this source?
• What questions are left unanswered by this source?
Richmond Afro American - April 19, 1947

Helping Jackie to Make Good

Biggest news of last week, as far as many persons are concerned, was the signing of Jackie Robinson to play baseball for the Brooklyn Dodgers. Robinson thus becomes the first of his race to be signed in the history of modern organized baseball. Before 1900, Moses Walker, a catcher, played with the old Toledo club of the American Association (then a major league) and George Stovey pitched for Newark in the International League.

There were others too, who played without having their racial identity generally known. But that is all ancient history. What happened in Brooklyn last Friday when Jackie Roosevelt Robinson affixed his signature to a Brooklyn Dodger contract, marks the beginning of a new era.

As this is written, Jackie has played errorless ball. He has contributed most in runs batted in - all of this under terrific pressure. As a member of the Montreal Royals, Robinson, last season, was subjected to every abuse in the book, but he nevertheless led the International League with a batting average of .349, drove in 65 runs, scored 113 more, stole 40 bases and fielded .985.

Were it not for the color of his skin, there is no question that he would have been signed by Brooklyn long ago. It took a great deal of courage for Branch Rickey, Dodger president, and the now deposed Leo Durocher to meet the challenge which Robinson’s performance offered.

Thanks to them and to their faith in an ideal, Robinson is where he is today. In view of the fact that the going will be even tougher than in the International League, Jackie’s future, while depending in great part upon his own individual performance also hinges upon the conduct of those who have his interest most at heart.

This means that he should be treated as he would have it - as just another ballplayer, not as a phenomenon. Already there have been indications of excessive enthusiasm on the part of some of his well-wishers - enthusiasm which is definitely embarrassing to Jackie.

There is no cause to cheer every time he comes to bat or upon every occasion when he handles an easy chance. Such immodest and immoderate behavior can do more than anything else to increase his burden.

As a trail-blazer, Jackie is well aware that upon his shoulders rests the future of other players of his race in the ranks of organized baseball. All that he wants is a fair chance to demonstrate his ability. He wants no unmerited applause. It is up to us, therefore, to see that his request is granted.
Jackie Robinson, controversial figure as the first Negro baseball player in modern major league history, was disclosed tonight to have received threatening letters in the mails. It was the second time in 24 hours that the Brooklyn Dodger first sacker had been named in anti-racial diamond developments. Last night Ford Frick, president of the National League, told of a report that St. Louis Cardinals had planned to strike in protest over Jackie's presence in the Brooklyn line-up. At Philadelphia tonight Branch Rickey told of the threatening letters. "Robinson turned them over to me," he said. "He did not and would not show them to Police Headquarters. However two of them were so vicious that I felt they should be investigated."
Veeck Predicts Race for Negro Ball Stars

Cleveland, OH - President Bill Veeck of the Cleveland Indians says a wide open major league scramble for Negro players is under way and he wants to get the best. Commenting to newsmen on his signing of Larry Doby, an infielder with the Newark Eagles of the Negro National League, Veeck said: "Robinson (Jackie Robinson of the Brooklyn Dodgers, the only Negro in the National League) has proved to be a real big leaguer, so I wanted to get the best of the available Negro boys while the grabbing was good. Why wait?"

Veeck decided his first grab would be 22 year old Doby, who can play any position in the infield or outfield and has a season's batting average of .458.

Although Doby will be the first Negro American Leaguer and the second of his race ever to be signed by a major league club, Veeck views it as apart of a trend. "Within 10 years," he declared, "Negro players will be in regular service with big league teams."

To the excited new Indian, it still was dream stuff. In an interview at Paterson, NJ, Doby said he was not sure whether he was "more surprised than excited, or more excited than surprised." "It's a big jump from our league to the majors, but I think I can make it."

Then he added that if he did not, "it'll not be because I did not try. It always has been my ambition to play big league ball, but I never thought I would make it."
"I campaigned for 35 years to get the Negro into organized ball," said Frank Forbes, a graying, bustling man in the mid 60s who runs around like an ambitious recruit. "And when Jackie Robinson and the Brooklyn club broke the barrier in 1947, they put me out of business."

Forbes was the promotional director of the Negro National League in the east and the Negro American League in the west. As long as they retained their stars, these clubs did well in major league parks by advertising names such as Satchel Paige, athletes denied the right to prove that they were of big league caliber. But when Robinson paved the way for Larry Doby, Paige, Minnie Minoso, Roy Campanella and others to go top cabin, only the Negro American League survived and it was reduced to four clubs and had a tough time paying the bus fare.
Robinson to Join Protests

New York - Former Brooklyn Dodgers star Jackie Robinson said Tuesday he plans to go to Birmingham, Ala., in the next week or two to take part in the mass protest against racial segregation there. More than 2,000 Negroes have been arrested in Birmingham. Robinson said he did not want to join the protestors in jail but that he would find some way to take part in their movement.

The Negro former baseball star made the statement at a "Back Our Brothers" luncheon attended by more than 100 Negro and white public officials and civic leaders. Robinson made public a telegram he has sent to President Kennedy which said in part:

"It is my sincere belief that your personal intentions are honorable. However, the pace at which our country is moving toward total equality for all peoples is miserably slow, and is being demonstrated in Birmingham, Ala. Moderation and gradualism, as far a civil rights are concerned, are antique words, to say the least. The revolution that is taking place in this country cannot be squelched by police dogs or high-power hoses."

Robinson later repeated his remark at a demonstration of the National Association for the Advancement of Colored People in support of the Birmingham integration drive. He called it a "disgrace" that "the president of the United States has not yet moved in the matter." "The president should have the courage of his convictions. We demand that he take executive action."
Jackie Robinson

"The way I figured it, I was even with baseball and baseball was even with me. The game had done much for me, and I had done much for it."  ~ Jackie Robinson

Name: Jack Roosevelt "Jackie" Robinson  
Born: January 31, 1919 in Cairo, GA  
Died: October 24, 1972 in Stamford, CT  
Married: Rachel Isum on February 10, 1946  
Children: Jackie Jr., Sharon, and David  
Debut: April 15, 1947  
Major League Career: 1947-56

Jackie Robinson was born in Cairo, Georgia on January 30, 1919. The youngest of five children, Robinson was raised by his mother, Mallie. He attended John Muir High School and Pasadena Junior College, where he was an excellent athlete and played four sports: football, basketball, track, and baseball. He was named the region's Most Valuable Player in baseball in 1938. Jackie continued his education at the University of California, Los Angeles, where he became the first student to win varsity letters in four sports.

From 1942 to 1944, Robinson served as a second lieutenant in the United States Army. He never saw combat, however. Robinson was arrested and court-martialed after he refused to move to the back of a bus. He was later found not guilty of the charges and received an honorable discharge. His courage and resistance to segregation were signs of the impact Robinson would have in major league baseball.

In April of 1945, Jackie Robinson signed a contract to play for the Kansas City Monarchs, a Negro leagues team. During that season he was scouted by the Brooklyn Dodger organization. Brooklyn General Manager Branch Rickey was planning to integrate the major leagues and was looking for the right man to break the color barrier.

Jackie Robinson signed a contract with the Dodgers in October of 1945, but only after Branch Rickey assessed his ability to handle the pressure he was sure to face. During his interview with Robinson, Rickey called Robinson names, tested his response to various situations and even took at swing at the player. After the swing, Rickey yelled, "What do you do now, Jackie? What do you do now?" Robinson replied, "I get it Mr. Rickey. I've got another cheek."
Robinson played the 1946 season with the Montreal Royals, a minor league team associated with the Dodgers. Jackie had a successful year, and even led the league in hitting with a .349 average. His excellent year with the Royals led to his promotion to the Dodgers.

His debut game occurred on April 15, 1947. During his first season, people in the crowds sometimes jeered at him. Opposing pitchers threw at him and base runners spiked him on the base paths. He and his family even received threats from prejudiced fans. A number of Dodgers players even threatened to sit out games rather than play with Robinson until Dodger manager Leo Durocher informed the team that anyone unwilling to play with Robinson would be traded.

Despite these factors, Jackie persisted and went on to help his team win the National League pennant in 1947. He also won Rookie of the Year honors. Robinson soon became a hero of the sport. An exceptional base runner, Robinson stole home 19 times in his career, setting a league record. His success in the major leagues opened the door for other African-American players such as Satchel Paige, Willie Mays, and Hank Aaron.

Jackie led the Dodgers through the late 1940s and 1950s. In 1955, he helped them achieve a World Series victory - the first in the team's history. Jackie Robinson retired after the 1956 season, with an impressive career batting average of .311. He was elected to the National Baseball Hall of Fame in 1962.

After baseball, Robinson became active in business and continued his work as an activist for social change and civil rights. In his later years, Robinson continued to promote greater integration in sports. He died on October 24, 1972 in Stamford, Connecticut.