



Lesson 3 - Pre-Visit The All-American Girls Hit the Road

Objective: Students will be able to:

- Identify some of the social expectations of the All-American Girls Professional Baseball League.
- Analyze photographs for visual information.
- Recognize photographs as primary sources.

Time Required: One class period

Materials Needed:

- Copies of “A Guide for All American Girls” (included) – 1 for each student
- Photographs of AAGPBL (included)
- Printed copies of the Suitcase Template for each student (included)
- Glue sticks
- Scissors
- A stack of magazines and local circular ads

Vocabulary:

Chaperone - a person who looks out for a young unmarried woman in public

Double Header - two games between the same teams on the same day, one right after the other

Feminine - having qualities generally shared by women or girls

Heroine - a woman admired for her courage and noble qualities

Wardrobe - a supply of clothes



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

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 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.4.2. 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.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

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.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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.



Applicable Common Core State 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.

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, building on others' ideas and expressing their own clearly.

L.3.1., L.4.1., L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2., L.4.2., L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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., W.4.4., W.5.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.



Lesson

1. Begin the lesson by discussing that teams in the All-American Girls Professional Baseball League had busy schedules. On average, they played 110 games between May and September. Teams played games five or six days a week, and then played **double headers** on Sunday. About half of the games were played on the road, so players spent a lot of time traveling. Players needed to bring both baseball uniforms and equipment, and personal items. Each player's belongings had to fit into a few bags or suitcases.
2. Ask students to think about going on a trip. What are some items that people take with them when they travel? Record student answers on the board or on a sheet of chart paper.
3. Review the list of travel items. Would all of these items have been available to girls back in the 1940s and 1950s? If you could not take everything you wanted, which items would you choose to leave behind?
4. Provide each student with the segment from the *All-American Girls Baseball League Charm School Guide* (included) and give students time to read it on their own. You may also choose to read it aloud.
5. Discuss the text as a class using the following questions as a guide:
 - What is the purpose of this text?
 - Who is this information written for?
 - Which items were players required to take with them when they traveled?
 - Why was it important for the players to be seen as “lady-like?”
6. The players in the AAGPBL had many rules to follow. Every player was required to follow the rules if they wanted to stay in the league. Discuss the meanings of the various rules listed in the *Charm School Guide*. Ask students how the rules are similar or different from rules you use in the classroom.



7. Divide the class into six groups, and distribute a photograph to each group. Allow time for students to study the photographs, then ask the following discussion questions:
 - What does this photo show?
 - What are the players wearing?
 - Do you see any of the items mentioned in the Charm Guide?
 - Can you tell from the photo if the players are following the rules of behavior?
 - What other information can you gather from this photo?
 - What other questions would you like to ask about this photo?
8. Introduce the activity.



Activity

1. For this activity, students may stay in their groups from the lesson.
2. Explain that students will be packing suitcases for a road trip with the All-American Girls.
3. Instruct students to find and cut out images of items they would need if they were on an AAGPBL team. Students may refer back to the list of items in the *Charm School Guide* discussed earlier in the lesson.
4. Students should then glue the items onto the suitcase template. Remind students that all team members must have space on the bus for their luggage; therefore they must be selective about the items they choose to pack. Each suitcase should contain no more than 10 items.
5. Distribute suitcase templates to each student, and magazines, circular ads, scissors, and glue sticks to each group (students may have to share). Allow students to work for about 10 - 15 minutes. Provide assistance as necessary.
6. When everyone has completed the "packing" process, have students share their suitcases with their classmates.

Conclusion:

To conclude the lesson and check for understanding, have students write opinion pieces addressing whether or not they would like to have been involved in the AAGPBL based on what they have read about the expectations of the players in the league. Students are expected to provide reasons based on facts they learned to support their opinions.



“A Guide for All American Girls”

Excerpts from the All American Girls Charm School Guide

The girls in our League are rapidly becoming the heroines of youngsters as well as grownups all over the world. People want to be able to respect their heroines at all times.

We ask you to follow the rules of behavior for your own good as well as that of the future success of girls' baseball.

Clothes

Here are some suggestions for the type of wardrobe which still prove most useful and practical for you during the ball playing season:

1. A dark suit
2. Skirts, blouses, and sweaters
3. Sports jackets and sports coats
4. A dress or two
5. Slacks are not permitted but you may want to include shorts or sportswear for tennis, golf, or swimming
6. Sport shoes, and at least one pair of dress shoes
7. Socks and stockings
8. A raincoat
9. Your beauty kit



Rules of Conduct

1. Always appear in feminine attire when not actively engaged in practice or playing ball. This regulation continues through the playoffs for all, even though your team is not participating. **AT NO TIME MAY A PLAYER APPEAR IN THE STANDS IN HER UNIFORM, OR WEAR SLACKS IN PUBLIC.**
2. Boyish bobs are not permissible and in general your hair should be well groomed at all times with longer hair being preferable to short hair cuts. Lipstick should always be on.
3. The All-American girl should avoid making personal remarks that might be overheard by others. Do not stare at people, do not knock into people, and do not argue in public.
4. Sportsmanship on the field and off is important. Win gracefully and modestly and lose gracefully too, if you can. Above all, avoid the showoff attitude in front of your opponents and the public. Play the game hard and fair and you will earn the recognition and respect of teammates, opponents, and the public.
5. Do not let the remarks of any fans make you angry to the point where you make a scene or display poor sportsmanship.
6. Obscene language will not be allowed at any time.
7. All social engagements must be approved by a chaperone.



Women's History: Dirt on Their Skirts – Level 1

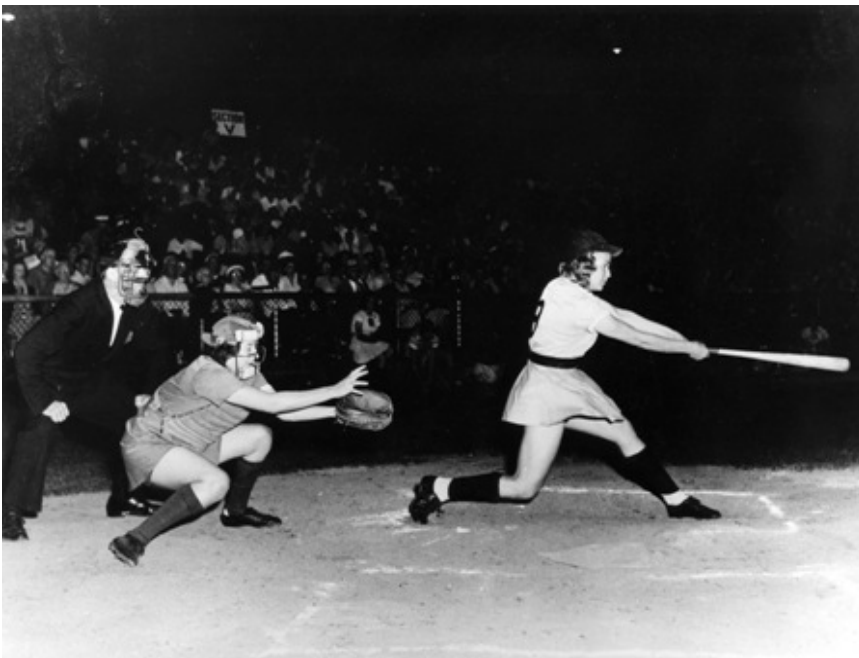
Name _____

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Photographs of AAGPBL







WARD

NAUM

KEAGLE

