



Lesson 1 - Pre-Visit In the Front Office: Female Executives

Objective: Students will be able to:

- Conduct research on female executives who have been involved with baseball at different levels during the 20th and 21st centuries.
- Take notes and cite sources appropriately.
- Present research findings in an oral presentation.
- Discuss the importance of female executives to women's advancement in sports.

Time Required: 2 class periods

Advance Preparation:

- Select a variety of books and other print sources that have information about the history of women in baseball. See the list of possible sources below.
- Schedule a session for your class in your school library.

Materials Needed:

- Computers with Internet access for student research
- Copies of the "Diamond Dreams" profiles on female executives (included)
- A variety of books and other print resources (see below)

Possible Sources:

- ***Baseball's First Lady: Helene Hathaway Robison Britton and the St. Louis Cardinals*** by Joan M. Thomas
- ***The Most Famous Woman in Baseball: Effa Manley and the Negro Leagues*** by Bob Luke
- ***Queen of the Negro Leagues: Effa Manley and the Newark Eagles*** by James Overmyer
- ***Breaking into Baseball*** by Jean Hastings Ardell
- ***Encyclopedia of Women and Baseball*** by Leslie A. Heaphy, Mel Anthony May
- ***Women at Play*** by Barbara Gregorich
- ***Women in Baseball*** by Gai Ingham Berlage



Applicable Common Core State Standards:

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

W.9-10.7., W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



Applicable Common Core State Standards (*Continued*):

W.9-10.8., W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9., W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.1., SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2., SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4., SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5., SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



Lesson

1. To begin this lesson, have students respond to the following prompt: “What makes a person qualified to be a sports executive? Why do you think that historically there have been fewer female sports executives than male executives? Do you think that might be changing? Why or why not?”
2. Allow students a few minutes to write, and then ask them to share their responses with the class. Ask students if they can name one current female sports executive.
3. Explain that baseball has often been viewed as a “boys’ club,” but there have been women who have reached high levels of management and ownership in professional baseball. Students will be examining short biographies of four different women who have made an impact on the national pastime.
4. Provide each student with a copy of one of the four “Diamond Dreams” profiles included with this lesson:
 - Helene Britton
 - Effa Manley
 - Judy Scarafale
 - Linda Alvarado
5. Students should read each profile carefully and respond to the following questions as a note-taking exercise:
 - During what years did this person’s career take place?
 - What was/is this woman's role in baseball?
 - What was/is her background (education or training)?
 - How did this executive become interested in working in professional baseball?
 - What obstacles, if any, did this person overcome?
6. Once students have finished working, have students with the same profiles gather in small groups to review their notes.
7. Introduce the activity.



Activity

1. Go to your school's library or media center during your scheduled time slot.
2. During this class period, each group should conduct additional research on their profile subject using print and Internet resources.
3. Students are expected to take notes and keep a list of sources they reference for research.
4. Based on their research, each group will put together a three to five minute oral presentation about their female executive. To supplement their presentations, they may use images or slideshow software.
5. Additionally, each student must turn in his or her own bibliography reflecting properly cited sources used for their presentations.

Conclusion:

To conclude this lesson and check for understanding, have students address the following question in a journal response: Why are women still a minority in baseball's front offices? What would have to happen for women to achieve equality in executive roles?



Diamond Dreams Profile 1 - Judy Scarafile



She's already represented in Cooperstown, but Judy Scarafile's place in baseball history is still being written. As President of the Cape Cod Baseball League since 1991, she's worked with the summer wooden bat collegiate league for more than 40 years.

Scarafile tackles whatever is in front of her with great energy. Beginning her relationship with the Cape League as an official scorer, she's held the positions of publicity assistant, league publicist, secretary, deputy commissioner and VP before becoming the only female president in the league's 127-year history 21 years ago.

Under her tenure as president, the league has continued to grow and prosper as the nation's top collegiate summer league. Scarafile oversees seemingly every aspect of the Cape League's administration, from finances to public relations. She organized the league's Strategic Planning Committee and as the first director of corporate development has secured over 50 sponsors which bring the circuit's annual budget to \$550,000.

As evidence of the Cape League's success, in 2006, over 1,000 alumni were playing professional baseball; in 2008, the MLB-backed league had 205 alumni in the majors. Among current Major League stars who can be counted as alumni of the league are Jason Bay, Lance Berkman, Tim Lincecum, Dustin Pedroia, Buster Posey, Brian Roberts, Nick Swisher and Chase Utley.

Because of all this success and growth, Scarafile was the first women inducted into the Cape Cod League's Hall of Fame in 2003. In October 2010, the University of Connecticut grad and Massachusetts-based pharmacist had her photo added to the Diamond Dreams exhibit on the second floor of the National Baseball Hall of Fame and Museum.



Women's History: Dirt on Their Skirts – Level 2

Diamond Dreams Profile 2 - Linda Alvarado



Linda Alvarado had a simple goal: Think big.

This is the philosophy of life which Linda Alvarado learned from her parents. Growing up in Albuquerque, N.M. in a family with five brothers, living in an adobe home with no running water, she applied this ethic vigorously, rising to become the head of a major construction company and the first Hispanic owner of a major league baseball team.

Linda Alvarado's family never treated her any differently from her brothers, and she quickly developed into an individual who would not let ethnicity or gender serve as an obstacle. After graduating from Sandia High School, she went off to Pomona College in California earning a degree in economics. Upon returning to New Mexico, she became involved in the construction industry, eventually taking out a small loan to start her own business. She learned the business from the inside-out, trying her hand at all types of projects, and used each one to learn and expand.

Following the advice of her parents, she thought big, with the company eventually growing into the international multi-million dollar operation. Today the Alvarado Construction Company is well-respected within the industry, and employs over 450 people. She also owns Palo Alto Inc., a restaurant company with 150 locations. Alvarado also serves on the board of directors for several Fortune 500 companies, and she has served as a Commissioner for the White House Initiative for Hispanic Excellence in Education.

In 1991, she became part owner of the Colorado Rockies, serving as one of the few female owners in the game and the first Hispanic owner. With a love of the game, this was an opportunity which she could not turn down. As she told a reporter, "This is the first time any woman, as an entrepreneur earning her own money, was able to bring capital to a major league franchise." While there were risks involved with an expansion franchise, she joined in and remains an active part of the team.

Holding true to her roots, Alvarado is also involved in a number of activities which seek to promote opportunities and education for young people. Her message is one to which many generations of Americans can relate.

"What I still hope for and long for is the day when people will truly be judged not based on where they came from, and their gender, but really on their ability," Alvarado said. "That is a dream we can't let go. America is a country of immigrants and our success is built not on everybody being alike, but on our diversity.

"The competitive environment with my brothers taught me about teamwork and the importance of taking risks. You can never get to second base in you keep you foot safely on first. I realized that even if you strike out, you still get another turn at bat."



Diamond Dreams Profile 3 – Helene Britton



Helene Hathaway Robison Britton grew up in a baseball family. Her father and uncle, Frank and Stanley Robison, owned the Cleveland Spiders and later purchased the St. Louis Brown Stockings – later changing the team's name to Cardinals. Upon the death of Stanley Robison in March 1911, Britton inherited a controlling interest in the Cardinals. At a time when American women did not yet have the right to vote in most places, the 32-year-old mother of two became the first woman to own and operate a team in Major League Baseball history.

Fellow owners, fans, and the media initially believed that Britton would sell her interest in the team. However, she defied expectations as she not only retained ownership of the Cardinals, but chose to play an active role in team operations.

During her first year as team "magnette," she assumed the role of vice president, allowing team manager and future Hall of Famer Roger Bresnahan a great deal of decision-making freedom. After a successful 1911 season, Britton rewarded Bresnahan with a lucrative five-year contract and 10 percent of the club's profit. A losing record in 1912, and Bresnahan's refusal to consider her opinions, caused Britton to regret making such a generous deal. She eventually fired Bresnahan, settled his contract, and installed future Hall of Famer Miller Huggins as the Cardinals new manager.

Newspaper writers for the most part viewed Britton as a novelty in the male-dominated world of professional sports. When writers reported on major team decisions, they downplayed her involvement. Yet Britton attended every Cardinals home game and attended winter meetings. She also championed a variety of innovative ideas such as Ladies' Days when all "fanettes" accompanied by male escorts were admitted to the grandstand free, and between-inning musical entertainment.

Between 1913 and 1916, Britton faced a variety of challenges as a team owner. Attendance at games declined due to the Cardinals' poor on-field performance and a stadium badly in need of repair. Team revenue took a further hit when the Federal League added a third baseball team to St. Louis. Rumors about offers to purchase the team appeared in the news, and on multiple occasions National League owners tried to persuade Britton to sell the Cardinals. It is not clear how many of these offers Britton seriously considered, but she held her ground and refused to be forced into any agreement.

In 1917, Britton sold the Cardinals and the ballpark on her own terms. The team originally purchased by her father and uncle for \$40,000 was sold for \$350,000 to a local investment group. Although Britton owned the Cardinals for only six years, she made an impact on baseball.

Britton faced challenges with dignity, made her own decisions, defended her rights, and proved that a woman could run a sports franchise. About her experience as an owner she said, "All I ever needed was the opportunity. That's all any woman needs."



Diamond Dreams Profile 4 – Effa Manley



When one strolls through the Hall of Fame Gallery in Cooperstown, he or she will discover the plaques and stories of the most outstanding individuals who ever took part in our National Pastime. Yet one plaque in particular might stand out to the unfamiliar visitor – that of Effa Manley.

In 2006, Manley joined 16 other individuals from the Negro Leagues – and the era preceding them in African-American baseball – in earning election to the National Baseball Hall of Fame. In achieving this, Manley became the first woman inducted, an honor befitting someone who always demanded to be heard.

In the baseball world, Manley earned a reputation for running one of the most professional operations in all of the Negro Leagues. Along with her husband Abe, Manley owned the Newark Eagles from 1936-1948. While Abe provided the finances for the club, Effa ran the business side of the organization.

Operating in a world dominated by men, Manley demanded the most of her players, and fought for better living and travel conditions for them. She also provided Newark with top-quality baseball – as the Eagles consistently finished in the top half of the division, and won the Negro League World Series in 1946.

When Major League Baseball integrated a year later, Effa did not fade quietly into the background. Instead, she became a thorn in the side of Major League executives, demanding that Negro League teams receive compensation for the loss of their players to Major League clubs. In selling Eagles' stars Larry Doby and Monte Irvin to the Indians and Giants, Manley established an important precedent – Major League teams should respect the contracts of Negro League clubs.

Manley's influence spread beyond the game of baseball, as she became heavily involved with the civil rights movement. In the early 1930s Manley helped organize a boycott against stores in Harlem that refused to hire African Americans. Later, she utilized her position with the Eagles to continue the struggle, sponsoring protest marches and hosting benefit days at the ballpark, including holding an Anti-Lynching Day. She even served as the treasurer and a board member for the Newark Chapter of the National Association for the Advancement of Colored People (NAACP).

For much of her life, Manley kept her own scrapbook, which now resides in the archives of the National Baseball Hall of Fame. Flipping through the scrapbook gives one a glimpse into Manley's mind – what events in her life did she find important? The scrapbook is filled with articles about the Eagles, about her husband Abe, and about her own role in managing the team. The scrapbook also contains articles outside the realm of baseball, and of equal importance to Manley, such as an August, 1934 article from the New York Age announcing the success of Manley's Harlem boycott, and the hiring of African Americans by the stores targeted.

In her later years, Manley fought for a greater representation of Negro Leaguers among those enshrined in the National Baseball Hall of Fame. It is only fitting that her talents as a baseball executive, her struggle on behalf of civil rights, and her commitment to honoring the legacy of the Negro Leagues, eventually earned her the honor of becoming the first woman to have a plaque residing in baseball's holiest shrine.