

Lesson Title: “Here’s to you, Jackie Robinson”

Grade Level: 11th grade, AP

History/Social Science Discipline: U.S. History

NCSS Thematic Strands:

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- IV. Individual Development and Identity

NCSS Performance expectations:

- I. Have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- II. Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- II. Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- IV. Enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- IV. Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

Introduction:

This lesson is designed to incorporate content knowledge, historical skills development, and personal perspective as students examine the essential question: **To what did degree did Jackie Robinson’s life influence the Civil Rights movement?** Using an online Digital History Reader module: “*Jackie Robinson, Civil Rights Leader?*,” students will examine the context of the Jackie Robinson’s life and influence in the society around him and analyze a range of selected primary and secondary sources, including speeches, letters, photographs, and videos in order to answer the historical question at hand. Upon completion of a mini lecture, providing the context to the life and influence of Jackie Robinson, students utilize group work, PowerPoint presentations, photograph analysis, and personal perspective paper to educate their peers on:

- (1) Civil Rights Movement during Jackie Robinson’s era
- (2) Conflicting opinions over the impact of Jackie Robinson
- (3) Social conditions affecting Jackie Robinson’s career

Objectives:

Students will be able to:

- Examine the life and career of Jackie Robinson
- Interpret his impact on the Civil Rights Movement
- Analyze primary and secondary sources including speeches, videos, photographs, and letters.
- Empathize with the plight of African Americans during the Civil Rights Movement.

Time: One 90-minute block

Instructional Steps:

Anticipatory Set:

At the beginning of class students, using a concept attainment model, are asked to: 1) define racism by providing examples, non-examples, essential characteristics, and non-essential characteristics. The teacher will relate this concept to other examples of racism, including but not limited to, Jim Crow laws, Black codes, Japanese internment, immigration, etc. Defining this concept will allow students to relate the content material to the essential theme of the Civil Rights Movement, connecting the content to the proposed question of:

To what degree did Jackie Robinson's life influence the Civil Rights Movement?

1. *Concept Attainment Model: Racism*
2. *Character "Profiling"*
3. *PowerPoint Lecture/General Discussion*
4. *WebQuest*
5. *Spectrum (Rating J. Robinson's accomplishments, baseball career, Civil Rights Movement, character counts)*
6. *Perspective Paper*

1. Using the Concept Attainment Model attached, the teacher with the help of the students define the term, "racism," by providing key words that provide examples, essential and non-essential characteristics, and other ideas and concepts that lead to the definition of the term in the students' own words, using their prior knowledge.

2. Using the Character "Profiling" activity, students will be given selected quotes, speeches, letters, and photographs to produce their own character analysis of Jackie Robinson. This activity was meant to inspire students to judge this athlete, determining his motivations, perspectives, personal goals, etc. based on the limited information provided to them.

3. Using the PowerPoint presentation, students will understand the life and impact of Jackie Robinson. This activity was designed to assist learners in their further understanding or clarification that was not included or not clear in the online module: *Jackie Robinson, Civil Rights Leader?* Based on the responses by the students, teachers should be able to scaffold questions or guide classroom discussion of the content within the PowerPoint presentation.

4. Based on their background information from the PowerPoint presentation, the "Webquest," inquiry-based activity allows students to develop their own understanding about the life of Jackie Robinson by individually, or within small group collaboration, to research this individual by reading selected texts and completing the inserted module quiz as a personal assessment upon completion.

5. Based on their individual inquiry-based research and the lecture-centered PowerPoint presentation, students will have a greater understanding of the life and impact of Jackie Robinson. Using their newly acquired knowledge, students will be able to sequence their opinions based on questions asked by the instructor. Students will line up based on a spectrum based on their interpretation of the life of this individual. Potential questions are also attached to assist the instructor in structuring this activity.
6. The closure/homework assignment is a perspective paper based on the life and impact of Jackie Robinson. Using the title of the module, *Jackie Robinson: Civil Rights Leader?*, this title works well for the idea for the paper. The students will write a brief narrative (about a page) about their idea of Jackie Robinson, was he truly a Civil Rights Movement leader? Based on their response, the students must backup their argument with reasons why they believe in their interpretations.

Assessment: It is important to monitor group discussions and PowerPoint presentations for understanding (i.e. completion of self-assessment quizzes, completion of concept attainment model, participation in general discussion/PowerPoint presentation, completion and accuracy of WebQuest activity, etc.) Written narratives should be assessed according to the attached rubric (attached).

Student Enrichment: Because this assignment integrates and incorporates the analysis of primary sources and multitude of perspectives, the content will challenge students with multiple intelligences, skill levels, prompting creativity through writing, differing opinions, and promoting classroom discussion. Diversity and special needs will be addressed for those students needed extra time or assistance in completing assignments, adhering to their accommodations. The relevancy of this topic or content prompts diversity conversations, allowing students to gain multiple perspectives for the materials. The overall goal for this lesson is to provide students with the opportunity to both independently and in collaborative groups to interpret documents and other information, judging the material to create their own interpretation of the events. By pre-selecting certain texts, documents, and images and constructing questions that scaffold learning, instructors should be able to provide the necessary materials, questions, to guide and support students' learning of the content. Students are expected to analysis sources, recognize perspectives in documents, and show evidence of understanding of the perception of Jackie Robinson as a Civil Rights leader. Because this lesson is incorporates a variety of activities, time constraints will become a factor where instructors should be able to judge the amount of material necessary for overall learning and student growth.

Teaching Tips: We have provided a great deal of material to support the historical investigation as designed. However, we believe teaching requires a creative mind, and as a result there are many opportunities to expand or condense this lesson, as necessary, in order for the teachers to make it their own. Whatever the structure and direction of the lesson, we have found it is important and necessary to always pose the historical question at the opening of the activity and refer to it frequently. Also, the class must be presented with an activity, an "attention getter," or "Just Do It," to introduce material and stimulate students' interest or attention at the beginning of class. Use the accompanying PowerPoint presentation to frame the context and direction of the lesson. Provide examples for students to model during the activities, answering any questions they might have about the process. Be willing to be flexible with student presentations, discussion, or answers, in order to avoid repetition. Prepare and discuss rubrics prior to the written narrative assignment.

Technology Resources:

Internet: Link to "*Jackie Robinson, Civil Rights Leader?*" module:

[http:// www.dhr.history.vt.edu/us/mod08_robinson/index.html](http://www.dhr.history.vt.edu/us/mod08_robinson/index.html)

The Digital History Reader is made up of eighteen modules, each of which explores a key event in United States or European history (see "About DHR" webpage for a complete list of modules). By presenting compelling historical questions, the *DHR* forces students to deal with conflicting accounts

and interpretations they must weigh and use to develop reasonable conclusions. Each module includes the following sections: an **Introduction**, which defines the historical questions and learning objectives; a **Context** section that provides the narrative for the historical material; an **Evidence** section with textual, visual, audio, and video primary source materials; an **Assignment** section with analytical questions that allow students to evaluate their comprehension; a **Conclusion** that integrates the evidence with the historical questions; and a **Resource** section that directs students to additional published and online materials on this historical topic. By presenting a more sophisticated range of responses to historical questions, students learn to consider the power that individuals have to make choices and effect change, thus deepening their understanding of the continuing significance of the past.

Additional software:

Internet Access

Access to Blackboard for printable notes/handouts

Microsoft Word for personal narratives

Resources: It is important to stress that all online materials are downloadable and printable for use in classes. Paper copies will be provided, if necessary. Students who are absent may retrieve the notes, PowerPoint slides, and handouts from the “Assignments” section on their Blackboard account.

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ATTACHMENTS:

1. Concept Attainment Model Example: Racism
2. Character Profiling Handout: document of quotes, pictures, letters, etc.
3. PowerPoint Notes/Interactive Notebook and slides
4. WebQuest Guiding Questions
5. Spectrum Guiding Questions
6. Perspective Directions/Rubric

Concept Attainment Model: Racism

Concept Label: Racism	
Examples: <ul style="list-style-type: none">• A person believes that people of different races should live apart.• A company refuses to hire African-Americans because they think they are all “lazy.”• Enactment of Jim Crow laws• A white child brings home a new friend and her parents are angry because the new friend is Japanese.	Non-Examples: <ul style="list-style-type: none">• Full suffrage to all people• Integration of schools (Brown v. Board of Education)• Affirmative action• Fair Housing laws: A buyer or renter of a home cannot be excluded from buying a home or given a different set of terms because of their race.
Critical attributes: <ul style="list-style-type: none">• Discriminatory thoughts or actions• Prejudice behavior• Subordinates others based on race• May be conscious or unconscious• Puts one race above others• Can be demonstrated by action or attitude• Can be individual or institutionalized	
Definition of the Concept: <p>An action or attitude, conscious or unconscious, which subordinates an individual or group based on race.</p>	

Character Profiling

Use the following primary sources to produce your own character profile on Jackie Robinson. Complete the corresponding chart for each primary document. After you have completed the chart, write a paragraph describing your impressions of Jackie Robinson's character based on your answers to the chart.

Source 1: Jackie Robinson from Transcript of Meet the Press: April, 1957

http://www.dhr.history.vt.edu/us/mod08_robinson/evidence_detail_1Robinson08_Interview_MeetThePress.html

“...The Negro himself has a responsibility, here. As you say - and I agree also - a lot of it is due to the lack of opportunities that we have had, but I think it is the obligation of the Negro leaders, not only to seek their rights as first-class citizens, but, also, to impress upon all of our people that it is very important that they cut down anything that brings discredit to us.”

Source 2: Jackie Robinson at the Civil Rights: March 1963

http://www.dhr.history.vt.edu/us/mod08_robinson/evidence_detail_1Robinson16_CivilRightsMarch.html



Source 3: Letter from Jackie Robinson to President Eisenhower: May, 1958

http://www.dhr.history.vt.edu/us/mod08_robinson/evidence_detail_1Robinson01_LetterEisenhower.html

“17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans.”

Source 4: Excerpt from 41st Spingarn Medal, awarded to Jackie Robinson, December 1956

http://www.dhr.history.vt.edu/us/mod08_robinson/evidence_detail_1Robinson07_citation_Spingarn.html

“In recognition of his superb sportsmanship, his pioneer role in opening up a new field of endeavor for young Negroes, and his civic consciousness, the National Association for the Advancement of Colored People is proud to present to John Roosevelt Robinson this 41st Spingarn Medal, awarded annually to a Negro American for distinguished achievement.”

Source 5: Letter from Jackie Robinson to President Kennedy: February, 1961

http://www.dhr.history.vt.edu/us/mod08_robinson/evidence_detail_1Robinson03_Letter_Kennedy.html

“I would like to be patient Mr. President, but patience has caused us years in our struggle for human dignity. I will continue to hope and pray for your aggressive leadership but will not refuse to criticize if the feeling persists that Civil Rights is not an agenda for months to come.”

Description	Based ONLY the current source, what is Jackie Robinson's character like?	Do you think this source provides accurate portrayal of Jackie Robinson's Character? Why or why not?
Source 1		
Source 2		

Source 3		
Source 4		
Source 5		

Interactive Notebook for PowerPoint Presentation

But first, who was Jackie Robinson?

- ◆ #42 on the Brooklyn Dodgers
 - Lifetime .311 batting average, Hall of Fame inductee, Rookie of the Year, MVP, stolen-base titles, etc.
- ◆ Born in rural Georgia, moved out West to California with his mother and four siblings
- ◆ 1st to letter in four sports at UCLA including football, basketball, baseball, and track

Besides Sports...

- ◆ Drafted into the Army after Pearl Harbor
 - Becomes a second lieutenant
 - Court-martialed for not moving to the back of a bus
 - ◆ Charges were eventually dropped and he received an honorable discharge from service

Jackie's Role in the Civil Rights Movement

- ◆ "If they can fight and die on Okinawa, Guadalcanal (and) in the South Pacific, they can play ball in America." –Happy Chandler, commissioner of Major League Baseball and former Senator and Governor of Kentucky
- ◆ "He [Jackie Robinson] also earned a reputation as a mad brawler, ready to smash any white man who insulted him"
 - ESPN
- ◆ Accomplishment: Was the first African-American to play Major League Baseball (drafted by the Brooklyn Dodgers)

"Here's to you, Mr(s). Robinson"

- ◆ As *Sports Illustrated's* Bill Nack wrote: "Robinson was the target of racial epithets and flying cleats, of hate letters and death threats, of pitchers throwing at his head and legs, and catchers spitting on his shoes."

Your Thoughts/Perspective

WebQuest Guiding Questions

1. What characteristics and prior experiences did Jackie Robinson have that made him a good candidate to stand up and help lead the fight for civil rights?
2. How did Jackie Robinson's participation in Major League Baseball affect African American's as a whole during that time period?
3. In what specific ways did Jackie Robinson try to influence political leaders in America?
4. How might the civil rights movement have been different if Jackie Robinson hadn't played an active role?
5. Can Jackie Robinson be considered a civil rights leader? Why/not?
6. How was Jackie Robinson recognized or rewarded for his actions?

Student Spectrum

For each of the following statements, the students are going to decide whether they strongly agree or disagree with the following statements. The students will stand along the spectrum based on their thoughts. If the students strongly agree, they will stand toward the right, if they strongly disagree they will stand towards the left. Students can place themselves anywhere along the spectrum.

Spectrum Statements

Statement One:

If it were not for Jackie Robinson, baseball would have remained segregated for a longer period of time.

Statement Two:

Jackie Robinson's character was exemplary in dealing with racism

Statement Three:

Jackie Robinson played an important role in the Civil Rights Movement

Statement Four

Jackie Robinson's baseball career sped up the Civil Right's Movement

Statement Five:

Racism still exists in sports today.

After each statement, the teach can elaborate and prompt further discussion by using the following guiding questions:

- (After statements 1-5) Students who strongly agree with the statement tell me why you agree?
- (After statements 1-5) Students who strongly disagree with the statement tell me why you disagree?
- (After statements 1-5) Students who are more neutral on this question, tell me why you are neutral?
- (After statement 1 or 2) How did Jackie Robinson's character contribute to his impact on the Civil Right's Movement
- (After statement 3) Where there other African American baseball players looking to join the major leagues?
- (After statement 4) Could Jackie Robinson's baseball career in some way prolonged racism?
- (After statement 5) In what sports is racism still evident today?

Personal Perspective: Jackie Robinson, Civil Rights Leader?

Directions: Students will create a personal narrative based on their interpretation, opinion, and prior knowledge of Jackie Robinson to answer the following question:

To what degree did Jackie Robinson’s life influence the Civil Rights Movement?

Narratives must be written to address the impact of Jackie Robinson’s role or impact on the Civil Rights Movement. Students must choose a point-of-view, and logically argue their opinion, answering the basic questions of “why” and “how” Jackie Robinson contributed to the Civil Rights Movement.

Narratives must be at least one-page typed, 12-point Times New Roman font, 1-inch margins and will be graded based on the following rubric.

	Content (out of 40 points)	Logical Reasoning (out of 30 points)	Grammar/ Formatting (20)	Creativity (10)
Level 5	In-depth knowledge of contributions and impacts of Jackie Robinson (33-40)	Makes several solid connections to real-world situations - past and present (25-30)	Proper use of grammar, formatting, punctuation, etc. (17-20)	Connects content through creative themes or ideas (9-10)
Level 4	In-depth knowledge of content, but further analysis is necessary. (25-32)	Makes some connections to real-world content and situations - past or present (19-24)	Minor errors in grammar, formatting, punctuation, etc. (13-16)	Has some creative thoughts or ideas, but lacks connections or detail/clarification (7-8)
Level 3	Basic knowledge of content and contributions, but lacks specific details. (17-24)	Attempts to connect to real world situations (13-18)	Several minor and more significant mistakes in grammar, formatting, punctuation, etc. (9-12)	Attempts to connect content and creativity, but does not incorporate proper use of creativity. (5-6)
Level 2	Partial knowledge of content and contributions; vague and sporadic concepts and ideas. (16-9)	Improper connections or effort to connect contents (12-7)	Several major errors in formatting, grammar, punctuation, etc. (5-8)	Creativity is misused or improperly administered. (3-4)
Level 1	Lacks essential knowledge and understanding of the material and content. (0-8)	No attempt to make connections (0-6)	Unreadable, lacks proper use of grammar, formatting, punctuation, etc. (0-4)	Lacks proper creativity: “just facts” narrative; creativity is inappropriate. (0-2)