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History of American Sports

Assignment #8

01.13.2018

Lesson Plan: Negro League Baseball

**Lesson Expectations:**

Students may research through comparing and contrasting how Negro League Baseball players were treated in various parts of the United States but also celebrated by many races at their baseball games. <http://www.negroleaguebaseball.com/history101.html>

Students will work in collaborative groups to present their research their findings.

**Whole Class Partner Activity:**

Discuss with a partner: Why were the Negro Leagues created?

Discuss with your partner: How many of the baseball players played the game because they loved it, and how many played the game because they needed to earn a living?

What is segregation? Students may define "segregation" online or use a dictionary. Have students share the definition they found. Here is a definition from [WordCentral.Com - Dictionary](http://www.wordcentral.com/): 1.(n.) the separation of a race, class, or group (as by restriction to an area or by separate schools.)

Can you give some examples of segregation? [From the 1880s into the 1960s examples of segregation can be found in all aspects of life: separate parks, separate barbers, separate transportation (separate seating on trains and buses), separate water fountains, separate schooling, separate prisons, separate hospitals, and separate sports teams, etc.

Share your findings with your parent or teacher. Reflect on the following questions and discuss:

1. What were the Negro Leagues? [Negro Leagues were an organized group of black baseball teams that competed against each other for a title.
2. How did the views of race impact baseball in America?
3. What historical factors or events might have led to these impacts?
4. How popular were the Negro League games?
5. What finally brought about the end of segregation of baseball and of American society?

Next, ask students to number from 1 to 10 on a sheet of paper. Give them Web Links that they can use to begin their research. Tell them that they are to read carefully to find 10 important things they didn’t know about the Negro Baseball Leagues. Ask them not to copy from the Web, but to put their finding into their own words. Tell them not to worry about complete sentences at this time. Allow students to begin their research and note taking. If computers are at a minimum, the exercise can be done in pairs.

SHORT ANSWER QUESTIONS  
  
1. Why didn't African-American and white American teams ever play each other during segregation?

2. How did George Washington Stovey come to cement the "gentlemen's agreement" to make American baseball all-white?

3.What three things did President Clinton say Robinson would have wanted Americans to do in order to carry on his work?

4.Why did Branch Rickey sign the first African-American player to the majors? Was it for the money he could make for the Dodgers?

**Useful Internet Resources:**\* [Negro League Baseball: The Glory Years](http://www.infoplease.com/spot/negroleague3.html)

http://www.infoplease.com/spot/negroleague3.html

\* [Negro League Baseball: Jackie Robinson](http://www.infoplease.com/spot/negroleague4.html)

http://www.infoplease.com/spot/negroleague4.html

\* [Get That ‘Negro’ Off the Field!](http://www.webcom.com/~blessed/html/negro1.html)

http://www.webcom.com/~blessed/html/negro1.html

\* [History of Black Baseball and the Negro Baseball Leagues](http://www.blackbaseball.com/introd.htm)

http://www.blackbaseball.com/introd.htm

\* [Negro Baseball](http://www.fcps.edu/westspringfieldhs/projects/im98/im981/spo.htm)

Compiled by Robert Harrison

http://www.fcps.edu/westspringfieldhs/projects/im98/im981/spo.htm

\* [Negro Leagues Player Bios](http://www.blackbaseball.com/players.htm)

http://www.blackbaseball.com/players.htm

\* Negro Baseball Leagues

<http://www.blackbaseball.com>

I have had several noteworthy teaching successes throughout my teaching career that have impacted me greatly. One that comes to mind first and foremost is the unit I taught while teaching in a High School Special Education Resource Room. I was teaching in a building, with a principal that fully supported the ideas of inclusion and team teaching.

I was able to team-teach (co-teach) a unit/novel with the AP World Literature teacher. It was quite the stark difference with the academic and scholastic aptitude challenges of my classroom full of Special Education students and my colleagues’ classroom full of Advanced Placement students. During the pre-planning stages of this unit, we both agreed that all students could learn from one another and we planned several group assignments/projects during the course of the Les Miserables unit. I have read plenty of evidence shows both students with disabilities and students without disabilities learn more when placed in the classroom together.

My colleague and I were able to create cooperative lessons (in addition to the separate lessons we created for our own classes). Teaching together and planning together we ended up creating lessons that were far more differentiated, far more inclusive, and more creative. All students benefited from the resources being provided in the general advanced placement or honors classroom.

What I witnessed during this Inclusive Literature unit was just how much my resource room students were able to rise to the occasion of the high expectations. The behaviors of my students were also significantly improved, due to (in my opinion) the positive behavior modeling that they were witnessing. The students also were able to be in a much more diverse classroom setting, which helped them with social cues and how to behave properly. In addition, the confidence of my students began to soar, as they started to believe they were doing Advanced Placement work. I did modify several of the written assignments, and I was able to put some reasonable accommodations in place for the students that needed them.

When students are given this chance to interact and share with each other, they learn about each other’s differences, including diverse thought patterns and creative processes. This gives children new point of views, which they can learn from and integrate into their own development, and ultimately, carry with them into their futures.

I was lucky to be able to work with such great groups of children and colleagues during my teaching career. Being able to directly impact their academic and social success was the main reason I taught for as long as I did. One day, I may choose to go back in to the classroom, and I will take with me these positive and successful experiences.