

Jackie Robinson: Civil Rights and Baseball

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Grade Level: 5th grade

Subject: Language Arts/Social Studies

Topic: Civil Rights

Overview and Rationale: Teaching students about the 1950's and 1960's regarding segregation and the lack of equality through literature.

Learning Objectives:

-Students will learn more about how life was in the 1950's and early 1960's and be able to understand and recognize differences between the past and the present.

-Students will gain a better understanding about segregation, baseball, and Jackie Robinson from the 1930's to the 1960's.

Common Core Standards:

IL-ISBE-ELA-CC-2010.5.R.L.2

Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

IL-ISBE-ELA-CC-2010.5.R.1.6

Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they present.

IL-ISBE-ELA-CC-20105.SL.2

Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials

Baseball and Jackie Robinson. (n.d.). - *Baseball, the Color Line, and Jackie Robinson (American Memory from the Library of Congress)*. Retrieved April 10, 2014, from <http://lcweb2.loc.gov/ammem/collections/robinson/jr1860s.html>

Raven, M. T. (2005). *Let them play*. Chelsea, MI: Sleeping Bear Press.

Storyboard template worksheets

Computers

Pencils

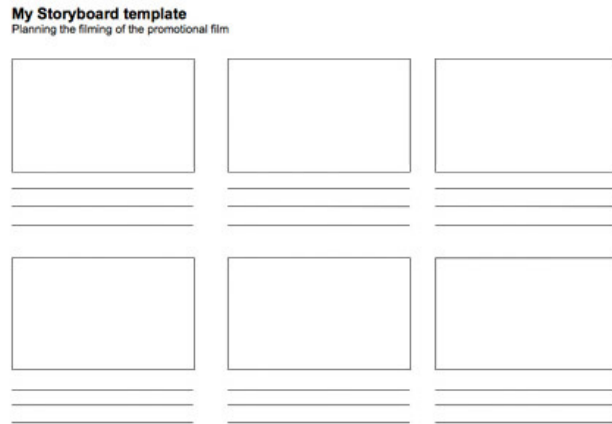
Colored pencils, crayons, markers

Scrapbook paper (for picture book)

String/ribbon
Paper hole punch

Procedure:

1. Students will sit on the floor as the teacher will read the book, *Let Them Play*.
2. The students will then be given computer time in order to research Jackie Robinson and his baseball career. The storyboard, which the students will be making eventually, should incorporate research that the students find.
3. Instruct students to go to the library of congress website (<http://www.loc.gov/>). Students will type in the search bar: Baseball and Jackie Robinson. They will click the first link that pops up (Baseball and Jackie Robinson-Early Baseball Pictures (American Memory from the Library of Congress)). They will then look at the yellow box on the left and click timeline. Once on the timeline, have the students click the different years and take notes on what they believe is important information about baseball, segregation, and Jackie Robinson.



4. Once the students are done researching, have them return to their desks where they will be working on making a storyboard (which will eventually be turned into a book). Storyboard templates will be provided to them. Instruct students that their storyboard should be about 6 pages including important details from the book and their research.
5. After their storyboard is complete, students can work on making a picture book!
 - a. The cover must have a picture that represents the time period, baseball, and/or Jackie Robinson
 - b. Students must develop a creative title.
 - c. Students will draw or print pictures for every page of their book.
 - d. The last page of their book should include a paragraph about how life in the late 1950's and early 1960's compares and contrasts from life today.
 - e. On the back of their book, they should include a summary of their book.

Closure: Once the books are completed, the students will present them in front of the class.

Assessment:

Teacher will use the rubric below to assess the students on their overall understanding of this lesson:

	Target (10 pts)	Acceptable (5 pts)	Unacceptable (1 pt)
Technology Literacy (1.000, 11%)	Student was able to properly navigate the loc.gov website and retrieve Jackie Robinson's timeline.	Student had some difficulty navigating the loc.gov website and trouble retrieving information from Jackie Robinson's timeline.	Student needed ample assistance navigating the loc.gov website and retrieving information from Jackie Robinson's timeline.
Sequencing (1.000, 11%)	Student was able to use proper sequencing when creating their storyboard.	Student struggled to properly sequence events and facts when creating their storyboard.	Students incorrectly sequenced events on their storyboard.
# of Pages in Storyboard (1.000, 11%)	Student created a 6 page storyboard including important details from the book and their research.	Student created a 3-5 page storyboard and/ or included a limited number of details, that may or may not have been essential from their research and the book.	Student created 2 pages or less for their storyboard and/or lacked details from the book and/or their research.
Creative Title/Picture (1.000, 11%)	Student included a picture on the cover that represents the time period, baseball, and/or Jackie Robinson as well as developed a creative title	Student did not include or creative title or picture on the cover.	Student is missing both a creative title and picture on the cover.
Illustrations (1.000, 11%)	Student included a picture(s) on every page of their book.	Student included pictures on 3-5 pages of their book.	Students included pictures on 1 or 2 pages of their book.
Compare and Contrast (1.000, 11%)	Student included a paragraph about how life in the late 1950's and early 1960's compares and contrasts from life today on the last page of their book.	Students included a paragraph about life in the 1950s and 1960s but did not compare or contrast these time periods to life today.	Students did not include a paragraph about life in the 1950s and 1960s that compares and contrasts from life today.
Summary (1.000, 11%)	Student wrote a summary of their book on the back of their book.	Student was missing elements of their story in the summary.	Student did not compose a summary.
Connecting book and loc.gov (1.000, 11%)	Student was able to show the connections between the book and the loc.gov website.	Student struggled to connect the book with the loc.gov website.	Student did not connect the book and loc.gov website.
Presentation	Students displayed their	Students displayed some	Students did not

	Target (10 pts)	Acceptable (5 pts)	Unacceptable (1 pt)
(1.000, 11%)	understanding of civil rights through their presentation of their book to the class.	understanding of civil rights through their presentation of their book to the class.	understand civil rights when presenting their book to the class.

Adaptation for students with special needs:

- Guide students while they log onto the loc.gov website.
- Help students find the timeline of Jackie Robinson and identify facts to use for their storyboard.
- If necessary, students with special needs can have less storyboard pages/book pages.

Reflection:

This lesson gives students the opportunity to practice using the Internet, with the goal of becoming more “technologically literate”. As students read the story and look up facts on the timeline, in the www.loc.gov, they are drawing connections between the story and the website information to authenticate facts from the story. It is important for students to be able to compare and contrast between the time period and life now. Additionally, the concept of sequencing events is important for 5th graders to learn, and by creating a storyboard, they are actively thinking and laying out the events of the story. Lastly, by students creating their own book with facts and pictures, it allows them to further understand and comprehend the concept of civil rights.