



# Jackie Robinson: Champion of Equality

5A

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

5 minutes

Using the timeline from the previous lessons and the following questions, review some of the content studied thus far:

- Who is depicted in the images on the timeline? (Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune)
- What are civil rights? (rights promised by a government to its citizens)
- What does *discrimination* mean? (unfair treatment of a person or group based on traits such as skin color, race, or religion)
- Which woman was alive during the time President Abraham Lincoln was president and fought for both abolition and women's suffrage, or their right to vote? (Susan B. Anthony)
- Which woman was married to a president, lived at the time of the Great Depression, and fought for human rights? (Eleanor Roosevelt)
- What did Mary McLeod Bethune do to help African American girls? (started a school to help them get an education)
- What was the reason some African American men could not vote? (They had to be able to read and write, and some had not been taught those skills.)
- What did Mary McLeod Bethune do to enable more African American men to vote? (She taught them to read and write.)

## Image Preview

5 minutes



Tell students that today they will hear about a man who fought for civil rights in a way that was different from the ways used by Susan B. Anthony, Eleanor Roosevelt, and Mary McLeod Bethune.

### ← Show image 5A-8: Jackie playing for the Brooklyn Dodgers

This man's name was Jackie Robinson. He did not march, protest, or campaign for civil rights. Can you tell from this picture what he did to gain more civil rights for people?

## Vocabulary Preview

5 minutes



### *Athlete*

### ← Show Image 5A-3: Jackie played many sports

1. In today's read-aloud, you will hear that Jackie Robinson was a very talented *athlete*.
2. Say the word *athlete* with me three times.
3. An athlete is a person who is good at and plays in sports.
4. My father was an athlete in high school; he played on the baseball, basketball, and football teams.
5. Turn to your neighbor and tell them about an athlete you know. It can be a friend or family member, or it can be a famous athlete. Try to use the word *athlete* in a complete sentence when you tell your neighbor about this person.

### *League*



### ← Show Image 5A-11: Jackie's number is honored

1. In today's read-aloud, you will hear that Jackie Robinson was on a baseball team that was part of a *league*.
2. Say the word *league* with me three times.
3. A league is a group of sports teams or players who play games against each other to enjoy the game and often to see who is the best at a particular sport.
4. My cousin and I play in the same soccer league, but we are on different teams.

5. Many different sports teams and players belong to leagues. I will begin a sentence by naming a kind of sports team or player. Finish my sentence by saying what kind of league they are in.
- Baseball teams are in a \_\_\_\_\_. (baseball league)
  - Football teams are in a \_\_\_\_\_. (football league)
  - Bowlers are in a \_\_\_\_\_. (bowling league)
  - Tennis teams are in a \_\_\_\_\_. (tennis league)

### **Purpose for Listening**

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Tell students to listen carefully to find out how Jackie Robinson fought for civil rights in sports.



## Jackie Robinson: Champion of Equality

### ← Show image 5A-1: Jackie Robinson

Baseball has been a popular sport for a very long time. But did you know that there was a time when African American baseball players and white baseball players did not play together? This all changed when a man named Jackie Robinson showed the world what a great player he was. He also showed the world how much courage he had, too.<sup>1</sup> This is the incredible story of Jackie Robinson.

1 What does the word *courage* mean? (bravery at a time of difficulty)



### ← Show image 5A-2: Jackie was the youngest of five children

Jack Roosevelt (Jackie) Robinson was born in 1919, in Cairo, Georgia. He was the youngest of five children. His parents were sharecroppers—people who worked the land for others for very little pay.

Jackie’s father left his family when Jackie was a baby. His mother, Mallie Robinson, moved the family to Pasadena, California, to be near relatives who would help her raise her children. The Robinsons lived in a small house on Pepper Street. Mallie worked many different jobs to support her family. Despite hardships, Jackie grew up in a close and loving family.



### ← Show image 5A-3: Jackie played many sports

From an early age, Jackie was a talented athlete. When he became a student at John Muir High School, his brothers Mack and Frank encouraged him to play sports.<sup>2</sup> Jackie played football, basketball, baseball, and tennis, and he ran track, too. He played shortstop and catcher on the baseball team, quarterback on the football team, and guard on the basketball team. In track and field, he won awards for the long jump.

2 [Point to the sport in the image as it is mentioned in the read-aloud.]

After high school, Jackie attended Pasadena Junior College. Again, he played basketball, football, and baseball, and he ran track.



← **Show image 5A-4: Jackie at UCLA**

3 What is a scholarship? (Money to help pay for school.) Who else have you heard about in this domain who also received a scholarship? (Mary McLeod Bethune)

Before long, the University of California in Los Angeles, also known as UCLA, offered Jackie an athletic scholarship.<sup>3</sup> Jackie was happy to accept. While at UCLA, Jackie proved himself to be a good student and an amazing athlete. As a UCLA student, he competed in four sports: baseball, basketball, football, and track. Jackie was selected for the All-American football team, which is a team of players from different schools who are the best players in the country.



← **Show image 5A-5: Jackie in the military**

4 What does *discrimination* mean?

When the United States became involved in World War II, Jackie joined the United States Army. After two years, he was promoted to the officer rank of second lieutenant.

5 When you challenge something, you question whether something is right.

Growing up, Jackie had been aware of discrimination.<sup>4</sup> When Jackie joined the army, he realized that there was discrimination there, too. Jackie wanted to **challenge** the idea that discrimination was acceptable—or ok.<sup>5</sup> When Jackie was in the army, he refused an order to sit at the back of a military bus. Jackie felt that the color of his skin should not determine where he could or could not sit. Jackie was charged with a crime. However, at his trial he was found to be not guilty.



← **Show image 5A-6: Jackie playing for the Monarchs**

Jackie left the army toward the end of World War II and began to play baseball for the Kansas City Monarchs. The Monarchs were a team that belonged to a group called the National Negro League. African American players were only allowed to play baseball in this league. They were not allowed to play on Major League Baseball teams.

6 Back then, African Americans and white people did not play professional sports together.

One day, a man named Branch Rickey saw Jackie play. Branch Rickey was the president of the Brooklyn Dodgers. Branch thought that Jackie was an incredible player. He wanted Jackie to play for his team. The only problem was that the Brooklyn Dodgers was an all-white team in Major League Baseball.<sup>6</sup>

Branch met with Jackie and told him that he needed Jackie to be very brave. He wanted Jackie to become the first African American to play in the all-white Major League Baseball program. This was referred to as “breaking the color barrier.” This meant that, before this time, a person’s skin color was a barrier, or something that stopped them from playing in many sports leagues. Branch wanted Jackie to break this barrier. He explained to Jackie that at first he would probably be treated badly by most of the fans, and even by some of his fellow players. But Branch was willing to **gamble**<sup>7</sup> that Jackie was strong enough to break the color barrier and change attitudes. He believed that Jackie had self-control and courage.<sup>8</sup>

7 or take a chance

8 What sort of person did Branch Rickey think Jackie Robinson was?

9 What is the word you learned that means responding to unfairness by refusing to take physical action? (*nonviolence*)

Before Jackie agreed, he asked Branch a question. Jackie asked, “Are you looking for [someone] who is afraid to fight back?”

Branch replied, “No, I need a player with guts enough *not* to fight back.”<sup>9</sup>

Jackie Robinson agreed to be that man.



← **Show image 5A-7: Jackie and Pee Wee Reese**

Jackie traveled to Daytona Beach, Florida, for spring training with the team. Jackie played well. The most difficult days for Jackie were often when he was off the field and traveling with the other players. During this time, Jackie could not stay in the same hotels as his **teammates**.<sup>10</sup> He could not eat at the same restaurants and diners. Jackie did not like this one bit, but he was determined to become the first African American Major League Baseball player in the United States.

10 Teammates are members of the same side.

And then it happened. Jackie got the call that he had been waiting for. He was going to play in a Major League Baseball game!

Sadly, not all of his teammates were happy about this. Some said they would rather sit out and miss a game than play with Jackie. But Jackie’s teammate, Pee Wee Reese, came to his defense. “You can hate a man for many reasons,” Pee Wee said. “Color is not one of them.”



← **Show image 5A-8: Jackie playing for the Brooklyn Dodgers**

On April 15, 1947, when Jackie put on the Brooklyn Dodgers uniform wearing number forty-two, he broke the color barrier. As the first African American player on a major league team, Jackie made his debut—or first appearance—at Ebbets Field before a crowd of 26,623 people, including more than fourteen thousand African American fans.<sup>11</sup>

11 How do you think Jackie felt on the day he finally played for the Brooklyn Dodgers?

12 or unfriendliness

Jackie knew that he would have to be strong and concentrate on the game and nothing else. At first there was a great deal of **hostility**.<sup>12</sup> People called him names. Some of his teammates would not sit with him. But Jackie focused on the game and played his best. Game after game, Jackie focused on playing, even when pitchers threw balls and tried to hit him.



← **Show image 5A-9: Jackie at bat**

In one game, Jackie got a seven-inch gash, or big cut, on his leg. Someone did that to him on purpose; it was not an accident. It was an attempt to **intimidate** him.<sup>13</sup> Still, Jackie refused to quit. He simply said, “I’m not concerned with your liking or disliking me . . . all I ask is that you respect me as a human being.”<sup>14</sup>

13 or make him scared or afraid to play baseball

14 Do you think Jackie Robinson had courage? Who else did you hear about who refused to be intimidated into quitting? (Mary McLeod Bethune)

Later in his baseball career, Jackie hit a home run, a triple, a double, and a single in the same game. Jackie could run, hit, steal bases, and play second base better than anybody else. His friend and teammate Duke Snider said, “He was the greatest competitor I have ever seen.”



← **Show image 5A-10: Jackie as Rookie of the Year**

By the end of his first year in the major leagues, Jackie had played in 151 games for the Dodgers, scored 125 runs, and had 175 hits, including thirty-one doubles, five triples, and twelve home runs. He was named Rookie of the Year—or best player of the year. Jackie had proven that the world of professional sports is far better when everyone can participate in it.

15 What did Jackie do for baseball? (He broke the color barrier so that anybody could play, regardless of their skin color.)

Jackie retired from baseball in 1957. Jackie said, “The way I figured it, I was even with baseball and baseball was even with me. The game had done much for me, and I had done much for it.”<sup>15</sup>



← **Show image 5A-11: Jackie's number is honored**

Jackie Robinson was the first African American to be part of the Baseball Hall of Fame. He received many other honors, too. In 1997, Major League Baseball honored Jackie by retiring his number from all Major League Baseball teams. This is a very special honor, and it means that no other major league player on any team can ever wear his number.<sup>16</sup> Every year since 2004, however, all major league players wear Jackie's number, forty-two, every April 15 to remember the important role Jackie Robinson played in Major League Baseball.

16 What was the number on Jackie Robinson's shirt?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



← **Show image 5A-3: Jackie played many sports**

1. *Literal* Jackie was an amazing athlete. Which sports did he play? (Jackie played football, basketball, baseball, tennis, and track.)
2. *Inferential* Did Jackie experience discrimination in the army? (yes)  
How did he challenge that? (Jackie refused to sit in the back of a military bus.)
3. *Inferential* What did Jackie "break" when he decided to play for an all-white major league team? (Jackie broke the color barrier in Major League Baseball.)  
What is a color barrier? (A color barrier is when people are kept from doing what they want because of the color of their skin.)



4. *Inferential* What cause was Jackie Robinson fighting for by signing on to play for a major league team? (He was fighting for an African American’s right to play baseball in an “all-white” league.)
5. *Inferential* What hardships did Jackie Robinson experience when he joined Major League Baseball? (Some players would not sit with him; he was called names; he was physically hurt; he was not allowed to stay in the hotels or eat at the same restaurants with his teammates.)  
How did he react? (He did not give up; he focused on playing baseball.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who had the courage to challenge prejudice and hostility in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Challenge

5 minutes

1. In the read-aloud you heard, “Jackie wanted to *challenge* the idea that discrimination was acceptable—or ok.”
2. Say the word *challenge* with me.
3. When you challenge something, you question whether that thing is right or wrong.
4. The two friends went to the teacher to challenge the unfair rules of the game.

5. Can you think of times when you wanted to challenge someone or something? Can you think of something you want to challenge? Try to use the word *challenge* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I wanted/want to challenge . . ."]
6. What's the word we've been talking about?

Use a *Horizontal Word Wall* activity for follow-up. Directions: We will make a Horizontal Word Wall for the word *challenge*.

1. Tell me what you think of when you hear the word *challenge*. (Answers may vary, but may include words such as *question* and *doubt*.) [For each word proposed by students, as well as the words *challenge*, *question*, and *doubt*, create a separate index card. Place the word *challenge* and its synonyms on one end of a horizontal line.]
2. Tell me what you think is the opposite of *challenge*. (Answers may vary, but may include words such as *accept*, *believe*, and *trust*.) [For each word proposed by students, as well as the words *accept*, *believe*, and *trust*, create a separate index card. Place the words on the other end of the horizontal line.]
3. After placing the initial set of words on the Horizontal Word Wall, ask students to discuss the two groupings of words and consider how each word differs from the others in its group. For example, students may say that a person who doubts that something is true may not verbally challenge what is being said.

### ***Alternate Follow-up***

You may wish to only place the index card with the word *challenge* on the wall, mix up the remainder of the cards, and have the students place them on the word wall.



## **Complete Remainder of the Lesson Later in the Day**



# Jackie Robinson: Champion of Equality

5<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 5 (Jackie Robinson). Remind students that Jackie Robinson played for two different baseball leagues: the National Negro League and Major League Baseball. Ask students which baseball league he played in first.
- Tell students that Jackie Robinson broke the color barrier in Major League Baseball after the work of Eleanor Roosevelt and Mary McLeod Bethune. Ask students where on the timeline the Image Card should be placed. (after Eleanor Roosevelt and Mary McLeod Bethune)

### Individual Timelines

- Have students cut out the image of Jackie Robinson from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the fourth notch, after Eleanor Roosevelt).
- Have students label the image. [Write *Jackie Robinson* on the board.]
- Save timelines and image sheets for future lessons.

## **Free Verse Writing: Jackie Robinson (Instructional Masters 2B-4 and 5B-1)**

**20 minutes**

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Jackie Robinson's achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write "Jackie Robinson" in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Jackie Robinson and his achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 5B-1, writing Jackie Robinson's name on the line to the left of the image of Jackie.

## **Opinion Paragraph: Jackie Robinson (Instructional Master 5B-2)**

**15 minutes**

- Distribute a copy of Instructional Master 5B-2 (Opinion Paragraph: Jackie Robinson) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Jackie Robinson. Explain that their opinion paragraph should include the following:
  - an introductory sentence that states the cause that Jackie Robinson fought for

- their opinion of him or his cause (e.g., I think Jackie Robinson was brave . . . ; I think it was important that Jackie challenged segregated baseball leagues . . .)
- two reasons for their opinion
- a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]

### **Make a Scene**

**20+** minutes

- Explain to students that they will draw and color one scene from the read-aloud they have just heard. Explain to students that they should draw something that happens in their favorite part of the Jackie Robinson story.
- Explain to students that they will be asked to give their drawing a title. To further support this scene selection, explain to students that after they have completed the drawing activity, they will be divided up into groups to perform skits of these favorite scenes.
- Finally, explain to students that when they perform their skits, they should use domain-related vocabulary in their dialogue.

### **Domain-Related Trade Book**

**20+** minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Jackie Robinson to read aloud to the class. [Suggested trade books are Items 34–38.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 5B-3 and 5B-4.