



**Negro Leagues Baseball Museum**

**eMuseum**

**Electronic Resources for Teachers**

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## Aftermath for the Freedom Seekers

### **Key Features of Powerful Teaching and Learning:**

(National Council for the Social Studies. "A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy."

<http://www.socialstudies.org/positions/powerful/>)

Meaningful: Emphasizes social issues of the 20<sup>th</sup> Century.

Value-based: Promotes critical, creative, and ethical thinking about situations faced by people everyday.

Challenging: Students will be given the opportunity to examine segregation and examine the effects on today's society.

Active: Students will work individually and in groups to identify, discuss, and present specific examples of social issues.

**Purpose/Rationale/Introduction**: To gain an understanding of African American pride and activism in the United States by focusing on Black organizations founded between the 1900's and the 1950's.

### **Objectives:**

- Students will use the Internet to find examples of Black organizations that existed during the first half of the 20th Century (1900-1950), including Negro Leagues baseball.
- Students will identify and learn about the roles of Black organizations that existed both historically and today.
- Students will learn about various perspectives on race relations in the United States.

**Lesson Background Information**: After escaping slavery and reaching their destinations, former slaves often had to continue to struggle for autonomy and a decent life. While they found jobs and tried to settle into family life, those who had escaped from slavery and relocated in other parts of the United States faced numerous obstacles in their attempts to lead ordinary lives. According to Ripley in *The Underground Railroad*, Blacks struggled against racism, race violence, and an indifferent and hostile political and legal system that in its normal application afforded them little protection and few resources (p. 67). Despite these obstacles, they founded or became affiliated with Black organizations such as newspapers, schools, and churches that promoted activism and pride.

**Grade Level**: 9-12

**Subject**: Social Studies

### **Standards:**

NCSS Standards: II, III, V, X

ISTE Standards: 1, 3, 4, 5

Missouri Standards: 2, 5, 6

**Time allotment**: 1, sixty minute time period

References:

Danker, Anita C. *Multicultural Social Studies: Using Local History in the Classroom*. New York: Teachers College Press, 2005.

Ripley, C. P. *The Underground Railroad*. In U.S. National Park Service, Division of Publications, *Underground Railroad* (pp. 45-75). Washington, DC: U.S. Department of the Interior, 1998.

**Online Resources:**

National Association of Colored Women's Clubs

African Americans.com

<http://www.africanamericans.com/NationalAsscofColoredWomen.htm>

Encyclopedia Britannica Online

<http://www.britannica.com/eb/article-9125019>

National Association for the Advancement of Colored People

NAACP

<http://www.naacp.org/>

Wikipedia: NAACP

<http://en.wikipedia.org/wiki/NAACP>

National Bar Association

<http://www.nationalbar.org/>

National Council of Negro Women, Inc.

<http://www.nationalbar.org/>

Negro Leagues Baseball

Negro Leagues Baseball Museum

<http://www.nlbm.com>

Wikipedia: Negro Leagues Baseball

[http://en.wikipedia.org/wiki/Negro\\_Leagues](http://en.wikipedia.org/wiki/Negro_Leagues)

National Negro Business League

Lexis Nexis Records of the National Negro Business League

<http://www.lexisnexis.com/academic/2upa/Aaas/NationalNegroBusinessLeague.asp>

Library of Congress: Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929

<http://memory.loc.gov/ammem/coolhtml/coolennr.html>

National Urban League

<http://www.nul.org/>

**Assessment:** Using information provided by the suggested online resources (below), students in groups of 3-4 will create a brochure, either in print or electronic format, which provides information about a traditionally Black organization. The brochures should include information such as the organization's history, mission statement, activities, location, etc. Students creating an online brochure can present it in a simple one or two page website. Students choosing to create their brochure in print can use a publishing software or Word to create the product.

**Alternate Assessment:**

**Fill in the blanks using the keywords on the left side of the page. Use the suggested online resources to find the answers to the blanks.**

Emancipation

Negro Baseball League

Equality

Ida Well-Barnett

National Association for the  
Advancement of Colored People

W.E.B. DuBois

Rights

Kansas City Monarchs

Discrimination

Jackie Robinson

NAACP

Committee on Urban Conditions  
Among Negroes

Major League Baseball

National Urban League

**Section 1**

The National Association for the Advancement of Colored People (NAACP) was founded in 1909 by a multi-racial group of activists who included \_\_\_\_\_ - \_\_\_\_\_ and \_\_\_\_\_ . The NAACP eventually became the nation’s oldest civil rights organization. The vision of the \_\_\_\_\_ is to ensure a society in which all individuals have equal \_\_\_\_\_ and there is no racial hatred or racial \_\_\_\_\_.

**Section 2**

In 1920, a structure for the \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ was formed under the guidance of Andrew “Rube” Foster at the Paseo YMCA in Kansas City, MO. In 1945, Major League Baseball’s Brooklyn Dodgers recruited \_\_\_\_\_ \_\_\_\_\_ from the team called the \_\_\_\_\_ \_\_\_\_\_ .

**Section 3**

The mission of the National Urban League is to enable African Americans to secure economic self-reliance, parity, power and civil rights. This organization was established in 1910 in the city called \_\_\_\_\_ . At the time of its inception in 1910, the National Urban League was originally named the \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ .

## Making A Brochure: Aftermath for the Freedom Seekers Rubric

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Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content - Accuracy (Weight = 30%)	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing - Organization (Weight = 20%)	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Spelling & Proofreading (Weight = 20%)	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Attractiveness & Organization (Weight = 15%)	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Knowledge Gained (Weight = 15%)	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.

## **Aftermath For Freedom Seekers - BIG Idea Comparison Chart**

### **Ways to use this chart to enhance the lesson for diverse learners.**

1. Use the chart to pre-teach the lesson. This will activate the students' prior knowledge and provide a good contextual framework for the lesson.
2. Use the chart as a "web map" to help students find information on the three websites listed. Ask them to navigate those sites to locate the information outlined in each of the cells in the chart.
3. Cut the information right out of the chart and have students glue it on a blank chart (provided) in the proper place.
4. Use the chart as a study guide after the lesson to prepare for class discussions or quizzes.
5. Use the blank chart as a graphic organizer for research or to take notes during class lectures, presentations or lectures.
6. Use the chart as information for one side of a comparison/contrast assignment in which students compare one of the historical Black institutions to an organization they are familiar with in their area and time.

**Aftermath For Freedom Seekers - BIG Idea Comparison Chart**

<b>Name of Black Institution</b>	<b>Mission</b>	<b>Location</b>	<b>Activities</b>	<b>History</b>
<b>National Association for the Advancement of Colored People (NAACP)</b>				
<b>National Urban League</b>				
<b>Negro Baseball Leagues</b>				

## Aftermath For Freedom Seekers - BIG Idea Comparison Chart

Name of Black Institution	Mission	Location	Activities	History
<b>National Association for the Advancement of Colored People (NAACP)</b>	Ensure political, educational, social and economic equality of rights of minority groups. To eliminate racial hatred and racial discrimination.	National office- Baltimore Maryland, 7 Regions serving 5 countries	demonstrations court cases lobbying	(when and why it was formed) Formed in 1909 to fight for civil rights.
<b>National Urban League</b>	Empowering African Americans to enter the economic and social mainstream. To make "The American Dream" possible for African Americans.	New York	voter registration drives boycotts, training program, lobbying, volunteerism, government programs	1910-A merger of other groups-to bring educational and employment opportunities to blacks
<b>Negro Baseball Leagues</b>	Provide professional opportunities for black baseball players.	Formed in Kansas City, MO	leagues, barnstorming, tours, promoted economic development in communities,	1920-Leagues formed to give black players opportunities to play despite segregation and racism in professional leagues.