



Negro Leagues Baseball Museum

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Negro Leagues Baseball Card Project

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: The impact of the Negro Leagues on society and the affects of society on the Negro Leagues can open insights on the effect of discrimination.

Integrated: Students will understand the history of the time period and will use critical reading and researching skills.

Value-based: Students will need to understand the affect of one group on society as a whole.

Challenging: Students will read critically, summarize and compare information.

Active: Students will work individually and with team members to research and produce a final product.

Purpose/Rationale/Introduction: Students will use teaming skills to research Negro Leagues baseball players, paraphrase and summarize information and use formatting skills to present information.

Objectives:

1. Students will use analysis to determine which baseball players to research and which information to include on a baseball card.
2. Students will select information that reflects an understanding of the team members and of the team culture.
3. Students will paraphrase and summarize information and maintain the author's intent.
4. Students will use teaming skills.
5. Students will use formatting skills that best present their information.

Procedures & Activities:

Use the following information as an introduction to the lesson:

Grade Level: 9

Subject: Social Studies

Standards:

NCSS: I, II

ISTE: 1, 2, 3, 5

MO: 5, 6, 7

Time allotment: 9, fifty minute sessions

The Negro Leagues baseball developed in 1920, in Kansas City, Missouri. Because Blacks were not allowed to play on white teams, talented Black baseball players turned to Negro Leagues teams to display their talents. People in the United States were able to attend the Negro Leagues games to see some of the finest baseball players of all time.

The student's task:

A well-known cereal company is ready to market a new cereal—Energy Pop. The makers of Energy Pop have decided to market their new cereal by placing two baseball cards that feature talented Negro Leagues baseball players on the back of each box. There will be an 8 ½ inch by 11 inch space devoted to these cards. Your job is to determine who belongs on the cards, determine the information that belongs on the cards and make these cards.

The process of the task:

Form a team of four members. Each team member is to take on one of these roles:

- Team Leader—This student will make sure that everyone works together. He/She will determine when the team needs to meet and will determine what needs to be accomplished at team meetings.
- Task Organizer—This student will make sure that everyone is staying on task and is accomplishing the goals of the assignment. He/She will check/report progress at team meetings. He/She will also make sure that each day's schedule is followed.
- Liaison Officer—This student will make sure that the teacher's directions are being followed and will make sure that a timeline following the teacher's guidelines for the project's completion is followed. He/She will also make sure that the four black baseball team members that the team chose are not being produced by other teams in the classroom.
- Art Director—This student will determine the design of the card. He/She will make sure that the card includes all the needed information in an attractive and easy to read design.

Team members will be responsible for the following:

- Completing team role.
- Researching in order to determine the four Negro Leagues baseball team members to place on their cards—making sure that the same players chosen are not being used by other teams in your class.
- Assigning each team member to research one of the selected baseball players. Each team member will be responsible for the following information about his/her assigned player.
 - Research and find the statistics that prove the talents of the player assigned.
 - Research and find personal information such as
 - The teams he/she played for
 - The years he/she played
 - The location of his/her hometown
 - The dates of his/her birth and death
 - A picture of the player
 - A unique piece of information about the player
 - The statistics that best show his/her greatness
 - An anecdote that reveals the culture he/she lived in

Timeline: (use the task organizer as a guide to help students progress through the lesson in a timely manner)

Day 1-3:

- Team: Determine team roles.
- Individual Team Members: Research and determine **at least** two possible Negro Leagues baseball team members to recommend to the group on Day 2. Each team member must have at least two reasons written down to support his/her recommendation. Members are to find information on as many players as possible before determining the two recommendations to make to the team.

Suggestion: Players in the Hall of Fame or those who went on to play Major League Baseball will be the easiest to research. There is generally more written about them.

- Team: Determine four baseball members to appear on the team's baseball cards.

The team leader will begin the meeting and make sure each member has the opportunity to make his/her suggestions. The task organizer will collect the notes each team member had on his/her suggestions and will turn in the notes to the teacher. Team decisions on the final four must be based on which player best represents the skills and talents of the Negro Leagues baseball teams. The liaison officer posts the choices on the board only if another team has not already posted those choices. If another team has already posted a choice, the team must meet again and choose another player.

- Team: Assign each team member the responsibility to research one of the selected players. Complete a timeline so that each member will complete his/her research on time.

Task organizers will keep all notes on assignments and timeline. The task organizer will make sure that the research is completed and that the cards are completed.

- Individual Team Members: Begin research. Take notes on the information needed for the card. Information selected should fit the criteria. Each team member must use a minimum of three sources. After taking notes from a source, the team member must include the following source information.
 - URL
 - Title of page (if one is there)
 - Author (if one is there)
 - Date (If no date is found, place *n.d.* instead)
 - Sponsoring Organization

Note: If you cannot find the information on the first page, you may need to return to the home page of the site.
- Team: Begin discussion of baseball card design. Art director solicits ideas from all team members, and he/she assigns each team member to come with a possible design. Designs must include a place for the picture and for the information about the baseball player.
- Individual Team Member: Continue research and note taking.

Day 4-5:

- Team: Check on research progress of individual team members.
- Team: Task organizer checks on research progress of individual team members. Task organizer notes any problems that would prevent research and note taking from being completed.
- Team: Discuss design recommendations of each team member. Art director records the ideas that everyone agrees on.
- Individual Team Members: Finish research and note taking.
- Team: Determine final design of baseball card. Art director makes the prototype with input from all team members.

Day 6-9:

- Team: Each team member presents an overview of his/her research.
- Team: Team members pair up. The team leader and the liaison officer comprise one team; the other team consists of the art director and the task organizer. Each team uses the computer to make one card for the top half of one 8 ½ by 11 ½ page and one card for the second half of the page. The team should experiment with font sizes and shapes but should stick to the basic prototype already established. Each pair will print a final product to show to the other pair. Each pair must keep track of font names and font sizes.
- Team: Both pairs will present the product. Team members will make final decisions about font types and sizes and any other considerations of graphics.
- Pairs: Pairs will return to computers and will change the final product to match the other team members. Print a final copy.
- Team: All team members give the liaison officer their individual notes plus their source (documentation) information. The task organizer should make sure the notes/documentation are completed and labeled with the name of the individual team member responsible. Each pair gives the liaison officer the page of two cards printed earlier.
- Liaison officer: Turns in individual notes and the four cards.

Primary Resources:

Negro Leagues players. (2000-2005). http://www.nlbpa.com/the_athletes.html.

This site, sponsored by the League Baseball Players Association, lists the players. Beside each player's name is a HOF label—if the player was a member of the Hall of Fame and MLB—if the player was on a Major League Baseball team. Clicking on the name will provide a picture of the player and some basic facts about the player.

Negro Leagues players. (2000-2005). http://www.nlbpa.com/the_athletes.html.

This site, sponsored by the Negro Leagues baseball Players Association, lists the players. Beside each player's name is a Hall of Fame (HOF) label—if the player was a member of the HOF and MLB if the player was on a Major League Baseball team. Clicking on the name will provide a picture of the player and some basic facts about the player.

Players of the Negro Leagues. (1998-2004).

<http://www.blackbaseball.com/players/index.htm>

This site contains excellent information on the players who made the Hall of Fame and on other excellent players.

Negro Leagues Baseball.com. (2003).

http://www.negroleaguebaseball.com/players/players_index.html

Going to this site will give you some player profiles. Also, you can find a list of those who played in at least five East-West All-Star games.

Negro Leagues Legacy. (2001-2005).

http://mlb.mlb.com/NASApp/mlb/mlb/history/mlb_negro_leagues.jsp

The profiles on this site are more complete than on some other sites.

AND/OR

Use your own research skills to find a site that gives you quality information on the player you are researching. Remember that your source must be a reliable one. Click on the link below for information that will help you decide if you are using a good web site:

<http://kathyschrock.net/abceval/primary/index.htm>

EVALUATION RUBRIC

	1	3	5
Selection of Players	May have notes on players but reason(s) do not show an understanding of the player or the culture of the time	Has at least one reason that shows an understanding of the player and/or the culture of the time	Has at least two reasons that show an understanding of the player and/or the culture of the time
Researching and Documentation	Notes from less than two sites or documentation that is more than half missing or incorrect	Notes from at least two sites with all or most of the documentation included and correct	Notes from at least three sites with complete and correct documentation
Paraphrasing	Notes maintain the author's meaning and are not plagiarized; notes poorly define the importance of the player being researched	Notes maintain the author's meaning and are not plagiarized; notes somewhat define the importance of the player being researched	Notes maintain the author's meaning and are not plagiarized; notes clearly define the importance of the player being researched
Presentation	Graphics obscure the intended message; much of the information is hard to discern	Graphics generally enhance the information presented; most information is easy to discern	Graphics enhance the information presented; information is easy to discern
Team Work	Usually did not fulfill team role; developed no sense of interdependence; showed or earned little trust	Generally fulfilled team role; developed at least a small degree of interdependence; generally showed trust and earned trust	Fulfilled team role; worked to develop team interdependence; showed trust and earned trust

Total Points Earned: _____

Comments:

Team Names: _____ (Team Leader) _____ (Task Organizer)
 _____ (Liaison Officer) _____ (Art Director)

Task Organizer should keep track of Class Agenda and mark off completed items.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Class Agenda:</p> <p><input type="checkbox"/> 1. Determine Team Roles (10 min.)</p> <p><input type="checkbox"/> 2. Research Negro Baseball players for the baseball card and be prepared to submit 2 players for consideration on DAY 2 (45 min.)</p> <p><input type="checkbox"/></p> <p>For links to research sites go to:</p> <p>www.ikeepbookmarks.com Login: nlbemuseum Password: baseball</p> <p>To Do : Bring completed Nomination Sheet to class on DAY 2</p>	<p>Class Agenda:</p> <p><input type="checkbox"/> 1. Discuss Nominations</p> <p><input type="checkbox"/> 2. Select 4 players to create a baseball card for. **</p> <p><input type="checkbox"/> 3. Liaison: post choices on the board. ***</p> <p><input type="checkbox"/> 4. Assign each team member a player to research.</p> <p><input type="checkbox"/> 5. Begin research & note taking using research handout. Must be finished by DAY 7</p> <p><input type="checkbox"/></p> <p>** must be based on which player best represents the skills and talents of the Negro League Baseball teams.</p> <p>*** If another team has already posted a choice, the team must meet again and choose another player.</p>	<p>Class Agenda:</p> <p><input type="checkbox"/> 1. Liaison: check for any new information from the teacher</p> <p><input type="checkbox"/> 2. Team Meeting: Task Org. - Take notes over meeting Leader - check progress of research Art Director - ask for ideas on the layout of the baseball card</p> <p><input type="checkbox"/> 3. Continue Research & note taking (must be completed by DAY 7)</p> <p><input type="checkbox"/></p> <p>To Do: Each team member needs to come up with an idea for the layout of the baseball card by DAY 4 to discuss at the team meeting.</p>	<p>Class Agenda:</p> <p><input type="checkbox"/> 1. Liaison: check for any new information from the teacher</p> <p><input type="checkbox"/> 2. Team Meeting: Task Org. - Take notes over meeting Leader - Check progress of research Art Director - Discuss layout recommendations; keep notes on team's likes and dislikes. Make final prototype for DAY 5</p> <p><input type="checkbox"/> 3. Continue Research & note taking.</p> <p><input type="checkbox"/></p> <p>To Do: Art Director design final prototype to be looked at during team meeting on DAY 5</p>	<p>Class Agenda:</p> <p><input type="checkbox"/> 1. Liaison: check for any new information from the teacher</p> <p><input type="checkbox"/> 2. Team Meeting: Task Org. - Take notes over meeting Leader - Check progress of research Art Director - Discuss final prototype and determine if any changes need to be made.</p> <p><input type="checkbox"/> 3. Continue Research & note taking.</p> <p><input type="checkbox"/></p>

DAY 6	DAY 7	DAY 8	DAY 9	DAY 9 Continued
<p>Class Agenda:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Liaison: check for any new information from the teacher <input type="checkbox"/> 2. Team Meeting: Task Org. - Take notes over meeting Leader - Check progress of research. (Remind them that research must be finished before class on DAY 7) <input type="checkbox"/> 3. Finish Research & note taking. <input type="checkbox"/> 4. 	<p>Class Agenda:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Liaison: check for any new information from the teacher <input type="checkbox"/> 2. Team Meeting: Team: each member presents an overview of his/her research. <input type="checkbox"/> 3. Leader & Liaison work on their two cards together while Art Dir. & Task Org. work on theirs together. ** <input type="checkbox"/> 4. <p>**The team should experiment with font sizes and shapes but should stick to the basic prototype already established. Each pair will print a final product to show to the other pair on Day 8. Each pair must keep track of font names and font sizes.</p>	<p>Class Agenda:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Liaison: check for any new information from the teacher <input type="checkbox"/> 2. Team Meeting: Team: Both pairs will present the product created during Day 7. Team members will make final decisions about font types and sizes and any other considerations of graphics. <input type="checkbox"/> 3. Pairs: Pairs will return to computers and will change the final product to match the other team members. Print a final copy. <input type="checkbox"/> 4. 	<p>Class Agenda:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Liaison: check for any new information from the teacher. <input type="checkbox"/> 2. Team Meeting: Team: All team members give the liaison officer their individual notes plus their source (documentation) information. task organizer should make sure the notes / documentation are completed and labeled with the name of the individual team member responsible. 	<p>Class Agenda:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3. Each pair gives the liaison officer the page of two cards that was printed on Day 8. <input type="checkbox"/> 4. Liaison officer: Turns in individual notes and the four cards. <input type="checkbox"/> 5.

Name:

Nominations for Baseball Card

Members are to find information on as many players as possible before determining the two recommendations to make to the team.

Players you read about:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Now that you have had a chance to read about some of the Negro Leagues players, pick two to players you want to nominate to have a baseball card created for them.

Player Name:

Reasons for Nomination:

1. _____

2. _____

Player Name:

Reasons for Nomination:

1. _____

2. _____

Research on _____

Date of Birth/Death: _____ Source # _____

Family Info: _____

_____ Source # _____

Teams Played for: _____ Source # _____

Position Played: _____ Source # _____

Notes:

1. _____

_____ Source # _____

2. _____

_____ Source # _____

3. _____

_____ Source # _____

4. _____

_____ Source # _____

5. _____

_____ Source # _____

6. _____

_____ Source # _____

7. _____

_____ Source # _____

8. _____

_____ Source # _____

9. _____

_____ Source # _____

10. _____

_____ Source # _____

Source Information For Negro Leagues Player Baseball Card

1. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____

2. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____

3. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____

4. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____

5. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____

6. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____
7. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____
8. URL - _____
Title (If there is one) - _____
Author (If there is one) - _____
Date Created (If there is one) - _____
Date Accessed - _____