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**Negro Leagues Baseball Museum**

**eMuseum**

**Electronic Resources for Teachers**

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## The NLB and the Law

### **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 how the law and historically significant events affected social and political issues of the time and in turn affected the treatment of Blacks throughout history.

Value-based: Student groups will explore and learn about a variety of United States laws and historical events affecting the treatment of Blacks and NLB players.

Challenging: Student groups must internalize and accurately portray the United States political system, judicial system and the historical social and cultural climate during the 1800's and 1900's.

Active: Students will work cooperatively in groups to research, write, and reenact United States laws and historically significant events affecting the NLB and American society politically and socially.

**Purpose/Rationale/Introduction**: This lesson will introduce students to historical law and its impact on Negro Leagues baseball and Black Americans. After identifying and researching laws contributing to segregation or integration, students will chose one law to reenact in a historically accurate manner.

### **Objectives:**

1. Students will be able to identify important laws and historically significant events during the existence of NLB.
2. Students will navigate the Internet and gather information about the impact the law and historical events had on Negro Leagues baseball and Black Americans.

**Grade Level:** 9-12

**Subject:** Social Studies

### **Standards:**

NCSS Standards: II, III, V, VI, X

ISTE Standards: 1, 2, 5

Missouri Standards: 1, 2, 3, 5, 6

**Time allotment:** 6, sixty minute time periods

3. Students will be able to identify how laws passed in the United States and historical events contributed to or discouraged segregation and/or integration in society and in the Negro Leagues.
4. Students will reenact a historically accurate interpretation of one law including key historical figures and cases.

**Materials/Primary Resources:** *Black Diamond: The Story of the Negro Baseball Leagues*, by McKissack and McKissack, access to the Negro Leagues Baseball Museum website, note-taking supplies, other relevant Negro Leagues resources (see resources section).

**Procedures & Activities:**

Day 1: Discuss what students already know about the treatment of Blacks in the 1800's, the 1900's, and today. Ask students what they know about Jim Crow Laws, Plessy v. Ferguson, Brown vs. Topeka Board of Education, and other historically significant events such as the Alabama riots, the March on Washington, etc. Distribute the student handout. Read page thirty-three from *Black Diamond* aloud to students. Have students take notes and discuss the impact of these laws/events on American society, Blacks, and NLB. Divide students into groups of three-five. Ask student groups to select a particular law and/or event they would like to research and reenact from the approved list (See secondary resources listed below, or create your own approved list). Student groups begin planning and researching their selected law or event and the impact it had on American society and NLB. Groups of two from each larger group may research on the computer. Students can switch later in the day or the next day and continue to rotate until all students have had a chance to research on the computer.

Day 2: Students continue researching laws.

Day 3: Students should begin planning and writing a draft of a reenactment of the law or event they researched. The reenactment should include key historical figures politically, socially and in NLB. The reenactment must be as historically accurate as possible and present the political, social and NLB perspectives either simultaneously or in short separate reenactments of the same law or event.

Day 4 & 5: Student groups should finalize and begin practicing their reenactments.

**Conclusion:** Discuss what students learned about the United States judicial system then and now. Question how people, places, and events affected life in the United States and the treatment of Blacks until the 1900's. Are certain groups still treated unfairly in the United States? Who? How? Why?

**Extension and Enrichment:**

Research the treatment of a group of people still being treated unfairly in the United States. Document any laws and historical events which lead up to their current treatment, and pose possible ways to raise awareness and prevent unequal treatment of the group.

**Online Resources:**

- A Look at Life in the Negro Leagues, <http://coe.ksu.edu/nlbm/>
- Negro Leagues Baseball Museum, <http://www.nlbm.com/>
- The History of Jim Crow, <http://www.jimcrowhistory.org/home.htm>
- Jim Crow Laws, [http://www.nps.gov/malu/documents/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/documents/jim_crow_laws.htm)
- African American History, <http://www.watson.org/~lisa/blackhistory/index.html>
- In Pursuit of Freedom and Equality: Brown vs. Board of Education of Topeka, <http://brownvboard.org/index.htm>
- African American World: Timeline, <http://www.pbs.org/wnet/aaworld/timeline.html>
- Negro Leagues Legacy, [http://mlb.mlb.com/NASApp/mlb/mlb/history/mlb\\_negro\\_leagues\\_story.jsp?story=kaleidoscopic](http://mlb.mlb.com/NASApp/mlb/mlb/history/mlb_negro_leagues_story.jsp?story=kaleidoscopic)

**Secondary Resources:**

**List of other possible laws and historical events:**

The Dred Scott Case	The Housing Rights Act of 1968
School Busing	The Montgomery Bus Boycott
Sit-Ins	Milliken v. Bradley
The Freedom Rides	A Change in the Cloture Rule
The March on Washington	The Bakke Case
Mississippi and Freedom Summer	Perfecting Civil Rights Laws
Alabama-Selma, Birmingham	The Minority Bill of Rights
Governor Faubus, Little Rock, Arkansas	Plessy v. Ferguson
The Murder of Emmett Till	

A Brief History of Civil Rights in the United States of America,  
<http://www.africanamericans.com/CivilRightsHistoryIndex.htm>

**Assessment:**

Day 6: Student groups perform their reenactments for the class. Use the assessment rubric for this lesson to assess student achievement. Teachers could videotape the reenactments and post them online for students and parents to view.

**Alternate Assessment:** Students complete a final research paper based on one selected law or event.

## The NLB and the Law: Scoring Rubric

Points	0	1	2	3
Key historical figures	No historical figures depicted in the reenactment	One key historical figure depicted in the reenactment	Most key historical figures depicted, but not all	All key historical figures were depicted in the reenactment
Historically accurate	Not historically accurate, information is inaccurate and/or fictional	Little information is historically accurate, some information inaccurate or fictional	Most information is historically accurate, some details inaccurate or fictional	All information, including details are historically accurate, no fictional information
Perspectives	No perspective is given from society, politically, or from NLB	One perspective is presented: society or politically or from the NLB	Two perspectives are presented out of the three: society, politically, NLB	All three perspectives are presented: society and politically, and from NLB
Knowledge of the law or event	Students do not understand the meaning of the law or event nor know its impact	Students understand the meaning of the law or event, but do not know its impact on any of the chosen aspects	Students understand the meaning of the law or event and know its impact on at least one of the chosen aspects: society, politically, or NLB	Students understand the meaning of the law or event and know its impact on all three chosen aspects of society, politically, and NLB
Props	No use of props	Limited use of props to what is on hand, little effort to obtain props, and/or historically incorrect	Limited use of props, limited to what is on hand, some effort to obtain props, and/or historically correct	Use of props beyond what is at hand, effort is clear, and props are historically correct

Audible	Can't hear reenactment or is indistinguishable	Can hear some of the reenactment and/or is indistinguishable	Can hear most of the reenactment, a few parts indistinguishable	Can hear all of the reenactment, no parts are indistinguishable
Script	No final script was provided to the teacher, not all students have a role in the reenactment	An incomplete final script was provided to the teacher, not all students have a role in the reenactment	A complete final script was provided to the teacher, but not all students have a role in the reenactment	A complete final script was provided to the teacher, and all students have a role in the reenactment

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

Total Points Earned: \_\_\_\_\_

Comments:

## **The NLB and the Law Student Handout**

1. Describe the following laws:

Jim Crow laws-

Plessy v. Ferguson-

Brown vs. Topeka Board of Education-

2. What was/is the impact of these laws on:  
American society-

Blacks-

The NLB-

3. Select a particular law or event your group wants to research and reenact from the approved list. Why did your group choose this law or event?
  
4. Who were the key historical figures for this law or event?
  
5. Why were they important during this time?
  
6. What impact did the law or event have on American society and NLB?