



Negro Leagues Baseball Museum

eMuseum

Electronic Resources for Teachers

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Publishing History

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: Students learn societal and cultural issues of America, Black America and the Negro Leagues.

Challenging: Student collaboration, research, and organizational skills are essential in creating the desired product.

Integrated: Students explore a variety of print media paying particular attention to layout and design.

Active: Student groups research and create their own magazine through technology use.

Purpose/Rationale/Introduction: Students work collaboratively researching, organizing, and creating a group magazine based on the societal and cultural issues of Americans, particularly Black Americans and the Negro Leagues from 1860 to the present by exploring a variety of media during this time.

Objectives:

1. Students will familiarize themselves with parts of a magazine by looking at current and past magazine layouts.
2. Students will create magazines formatted similarly to the magazines of the times.
3. Students will utilize the internet, audio, video, textbooks, and other forms of media to learn about important American historical events, including Negro Leagues baseball, and what magazines or news articles looked like during this time period.
4. Students will create a graphic organizer detailing sections of their magazine.

Grade Level: 9-12

Subject: Social Studies

Standards:

NCSS Standards: I, III, V, X

ISTE Standards: 1-5

Missouri Standards: 1, 4, 5, 6, 7

Time allotment: 4, sixty minute time periods

5. Students will use Microsoft Publisher to create a group magazine reflecting important societal and cultural issues from designated years during 1860-1960.

Materials/Primary Resources:

Current magazines-students can bring some from home
Microsoft Publisher
Paper and colored pencils, crayons, markers, etc.
See online resources

Procedures & Activities:

Day 1-2: For this project, students will create an issue of a magazine. Students will work collaboratively to write articles for the magazine, design a cover and develop advertisements. Handout the assessment rubric and discuss the expectations for the magazine. One article in the magazine must be biographical; the others will describe social, political and/or cultural issues and events based on a selected time period. Education, employment, family life, income, technology, politics and arts/entertainment are areas that should/could be addressed. Advertisements should be based upon items or events of the time period. Have students explore the layout and design of current magazines (brought from home or borrowed from the library) as well as magazine layouts from the online resources section. Students should take notes about ideas and possible layouts they want to use. Students draw the layout of one page they would like to use for the magazine. Group students into groups of four, then student groups choose one time period to research together.

1. 1860-1880--Slavery, war, and the growth of baseball
2. 1880-1900--American Reconstruction and early Black professional baseball
3. 1900-1920--America's Century and independent Black baseball
4. 1920-1945--The birth of the Negro Leagues, its rise and fall
5. 1945-1960--Integration and the "Barrier Breakers"
6. 1960-Present-- Negro Leagues legacy and Civil Rights

Teachers should make sure each designated time period is covered by a student group. Each student in each group then selects one issue or event to “cover” from the time period selected. As students are researching their selected issue or event, they fill in headlines, headings, names, photographs, etc. on their page layout. Ensure students understand this is a very important step before they begin creating their magazine. If needed, give students other ideas for possible pages, such as a letter from the editor, an editorial page, social events page, interviews, “Ask Abby” section, etc. Let students know they can include photographs, audio/video clips, hotlinks to important resources, etc.

Day 3-4:

Once students have completed their research and filled in their page layout, have them join together to create the magazine using all four students information. It

would be a good idea to check each student's page layout to ensure organization and content details are included before they begin creating their magazine. Students may want to assign specific roles for the magazine creation such as: layout and design, photographs/clipart, editor, technology specialist and assist with clip art, audio and video clips, artists can create drawings, etc.

Conclusion: As a class, discuss the particular issues and events students used to design their magazine and why the issues or events had an impact on American history. Display each finished magazine in the school library, on the class webpage, and/or in the classroom.

Extension and Enrichment: Students write a magazine/article review or critically analyze their own magazine or another group's magazine.

Online Resources:

Current online magazine layouts: <http://www.allgraphicdesign.com/magazines.html>

Current online magazine links: <http://magazine-directory.com/>

A listing of magazine titles published from 1900-current with types of content contained in each magazine: <http://www.isfdb.org/mag1900.html>

Making of America (MOA) is a digital library of primary sources in American social history primarily from the antebellum period through reconstruction: <http://www.hti.umich.edu/m/moajrnl/> . Be sure to select a magazine, not a journal, to view for this project.

1900 vs. Now: <http://www.time.com/time/time100/timewarp/timewarp.html>

Historical events indicating the timeframe:
<http://www.alexanderstreet7.com/firp//orhi.toc.hist.asp>

Negro Leagues interviews:
<http://www.alexanderstreet7.com/firp//orhi.result.words.asp?word=Negro+Leagues>

Online Books Page: <http://onlinebooks.library.upenn.edu/serials.html>

Stars and Stripes: The American Soldiers' Newspaper of World War I, 1918-1919:
<http://memory.loc.gov/ammem/sgphtml/sashtml/sashome.html>

Disability History Museum has links to documents (including articles) throughout the century related to disabilities.
African-American is a keyword that will bring up related articles and photos.
<http://www.disabilitymuseum.org/lib/docs/>

Emergence of Advertising in America 1850-1920's
<http://scriptorium.lib.duke.edu/eaabrowse.html>

Ads from 1911-1955: <http://scriptorium.lib.duke.edu/adaccess/>

Home Economics Journals from 1820-1979:
<http://hearth.library.cornell.edu/h/hearth/browse/journals.html>

America in the 1930's: <http://xroads.virginia.edu/~1930s/front.html>

Assessment: Students create a group magazine through technology based upon the magazine rubric.

Alternate Assessment: Student groups create a collage comparing and contrasting the importance of magazines and other media (web pages, email, IM's) as a means of communicating important historical, economic, social, and cultural information from the 18th and 19th centuries compared to today. Students could use a hard copy T-chart or a software program such as Word or PowerPoint to create the product.

Magazine Rubric

Articles: 10 points	
8-10	ideas supported by research sufficient detail organized and articulate
5-7	ideas supported by research detail or organization lacking
0-4	ideas not supported by research and lacking detail lacking organization
Ads: 10 points	
8-10	ideas supported by research, sufficient detail, demonstrates creativity
5-7	ideas supported by research, detail or creativity is lacking
0-4	ideas not supported by research, lacking detail and creativity
Interpretation: 20 points	
8-10	more than five interpretations or conclusions are supported by research in the project
5-7	three to five interpretations or conclusions are supported by research in the project
0-4	less than three interpretations or conclusions in the project
Visual Quality: 10 points	
8-10	presentation is original and creative; visual material is appropriate to topic; good spelling, punctuation, and sentence structure
5-7	two of three of the above criteria are present
0-4	one or none of the above criteria are present
Bibliography: 10 points	
8-10	more than three sources (including interviews) are properly cited
5-7	three sources (including interviews) are properly cited
0-4	less than three sources are cited or are not properly cited

http://education.umn.edu/carei/Reports/pedagogy/tasks/SS-am_dream.html

Including Diverse Learners Publishing History

Most students will be able to participate in this lesson, although they may not be ready to complete the entire assignment. Therefore, you will need to make strategic decisions about the content for which they will be responsible.

Day 1-2:

1. Think about the individual skill levels of your students and assign them tasks that are closely tied to their strengths. Some students may design covers, some may create advertisements, and some may be better suited to research. Students with very low readiness levels may pick out things from current magazines they like in order to replicate the design.
2. If you have only a few students who will need this lesson modified, consider assigning them to a specific time period. Prepare a study guide for them to use as they conduct research. An example study guide is provided for this lesson plan. It is titled Research Tool. It was designed to lead students through one of the online resources listed in the lesson plan, and to help them gather items for their magazine page. Providing students with a website to explore and with specific information to find will help them learn to use the vast amounts of content that the internet offers.

Day 3-4:

3. When assigning students with diverse learning needs to groups, be aware of the role they will play in the cooperative experience. Now that they will have meaningful material to contribute, they have the opportunity to participate at their readiness level.
4. Apply the assessment rubric with the student's readiness level in mind. In other words, given what you know about the student's skills, assign a numeric value on the rubric accordingly.

RESEARCH TOOL for TIMEWARP – 1900 vs. Now

<http://www.time.com/time/time100/timewarp/timewarp.html>

Check each item off as you complete it.

1. _____ On the Home Page, locate the tab that says United States (at the top of the page). Click it and read the information about how the US has changed during the years 1900-1998. Pick one item that you think your group would like to include in your magazine and write it below.
2. _____ In 1900 _____
_____ In 1998 _____
3. _____ On the left side of the page, find the box that says TIME 100 Polls. Click on the third item – Event of the Century. There are 20 events listed. Choose two important ones that you would like to share with your team. Record them below.
4. _____ Event _____ Year _____
5. _____ On the left side of the page, find the TIME 100 Polls, and click on the second item – Person of the Century. There are 20 people listed. Choose one important person you want to find out more about and share with your team. Record their name below.
6. _____ Name _____
7. _____ Go to www.askjeeves.com
8. _____ Type in the name of the important person you chose –followed by the word “biography.” For example, in the search box, you would type Adolph Hitler biography. Click the Search button.
9. _____ You will find a page of potential websites with information about your important person. They will include pictures and text. There may be a picture of your person at the top. If there is, you will need to print it out, or copy it here. To copy, put your pointer on the picture, and hold down the right button on your mouse. The menu will appear, and move the pointer to COPY. Once COPY is highlighted, click once with the left mouse button. This will copy the picture.
10. _____ (If you printed out your picture, skip this step.) To paste your picture, put your pointer over the X below, and click the right button on your mouse again. The menu will appear and you will choose PASTE. Click the left mouse button again. This will paste the picture onto this worksheet.

X

11. _____ You will need to record the reference for the picture you printed or copied. To do this, go back to the askjeeves page, and find the word Source (it's blue), under the picture. Click it once.
12. _____ This page will contain the Image URL. It will be blue also. Record it here.
Image URL: _____.
13. _____ To find some information about your important person, find the heavy red line on the page, and the words, Back to Your Results. Click on those words.
14. _____ You will now be back on the search results page. Choose a page and go hunting for some facts about your important person. Find out some of the following information and write it down on the chart below. You also need to write down the URL of each page, so you can provide references.

Fact	Information	Reference (URL)
Date of birth		
Date of death		
Accomplishment		
Accomplishment		
Other		
Other		

15. _____ Use the same process to do some research about the event that you chose in step 4. Go to askjeeves.com and conduct a search.
16. _____ Complete the chart below to organize what you find.

Fact	Information	Reference (URL)
Date of event		
Location of event		
Nature of event		
Impact of event		
Other		
Other		