

Lesson Plan:  
(Race and Society in Professional Baseball: 1880s-1972)

Teacher Name: Kurtis D. Werner

Grade level(s): 9-12

Course: American History

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)  
There will be cooperative learning as students will be working in groups of 4-5 and analyzing secondary sources concerning Cap Anson and primary sources from after Jackie Robinson's playing days. Students will be evaluating written documents, photographs, cartoons, posters, maps, and artifacts.

Rationale (why are you doing this?)

- Our nations' pastime was tainted with racial bigotry until 1947. Students need to understand the circumstances of society during the time period in the nineteenth century and some of the major societal leaders of the time that made integration in professional baseball impossible and also the courageous leadership for African-Americans by Jackie Robinson. Glossing over issues of race in the classroom or pretending that they do not exist does not accord with what it is much healthier for everyone when race can be freely discussed.
- Required time frame: 2 class periods of 60 minutes

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

The teacher conference participants took the bus trip to the Negro League Baseball Museum and the opening walk through the museum goes through why African-Americans were discriminated against from playing professional baseball. While there is no primary document entitled "The Gentlemen's Agreement," students still need to analyze the early life of Cap Anson to get a viewpoint of the star, white-Caucasian professional baseball player during the time period. People listened to Cap Anson and followed his lead whether they believed in segregation or not.

Lesson objectives – the student will:

- The student will be able to understand the tense and difficult relationships between whites and blacks in professional baseball during the time period of the 1880s.
- The student will be able to understand the upbringings of Cap Anson and his leadership both on and off the baseball field.
- The student will be able to evaluate not only Jackie Robinson as a baseball player, but his strong character both on and off the baseball diamond

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- This lesson correlates to the National Standards for United States History:  
Era 9, standard 4: The struggle for racial and gender equality and for the extension of civil liberties
  - Standards in Historical Thinking 3: Historical Analysis and Interpretation
  - Standards in Historical Thinking 4: Historical Research Capabilities
  - Standards in Historical Thinking 5: Historical Issues-Analysis and Decision-making

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

“Baseball, the Color Line, and Jackie Robinson.”

- <http://memory.loc.gov/ammem/collections/robinson/jr1860s.html>

“The Life and Times of Adrian “Cap” Anson”

- <http://www.capanson.com/chapter4.html>

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

Teaching With Documents: Beyond the Playing Field -Jackie Robinson, Civil Rights Advocate

- <http://www.archives.gov/education/lessons/jackie-robinson/>

Fully describe the activity or assignment in detail. What will both you and the students do?

- Students will be placed into groups of 4-5 in the classroom to analyze two articles:
  - 1) The students will read “Baseball, the Color Line, and Jackie Robinson.”  
<http://memory.loc.gov/ammem/collections/robinson/jr1860s.html>.
  - 2) The students will read “The Life and Times of Adrian ‘Cap’ Anson”  
<http://www.capanson.com/chapter4.html> (30 minutes)
- Students who are higher achievers will have a chance to get through the entirety of the Cap Anson article while lower achievers will have a chance to get the basic argument behind Cap Anson through the *Library of Congress* article.
- After reading the article, students will be assigned a list of questions to analyze on race and society during the time period (see the following pages). Students should have adequate time to discuss the questions in their groups. (10 minutes)
- Students should come together as a class and discuss the questions together. (20 minutes)
- A computer lab will be needed for the second day of the lesson.
- The next day, students should begin analyzing primary sources concerning what made Jackie Robinson such an outstanding and courageous individual when breaking the color barrier in 1947 with the Brooklyn Dodgers. (30 minutes)  
<http://www.archives.gov/education/lessons/worksheets/index.html>
- Students will pick two of the six primary source document analysis sheets written documents, (written documents, photographs, cartoons, posters, maps, and artifacts) and complete the sheets in class. (30 minutes)

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- The students can be assessed according to what they have to offer in discussion, or a teacher could do written responses to the six questions concerning Cap Anson. -10 points
- The students can be assessed for completion concerning the Teaching With Documents: Beyond the Playing Field - Jackie Robinson, Civil Rights Advocate-10 points



**Questions to analyze from the articles: “Baseball, the Color Line, and Jackie Robinson” and The Life and Times of Adrian “Cap” Anson**

- 1) Is it unfair to make Anson the exclusive scapegoat for the color line in baseball during the time period of the 1880s? Justify your opinion.**
- 2) For those that were able to get through the first part of the “The Life and Times of Adrian “Cap” Anson, explain Cap Anson’s upbringing. How did this impact his racism?**
- 3) In your opinion, does he have any redeeming encounters with African-Americans?**
- 4) Do his achievements on the playing field and coaching overshadow his racist connotations? Why? Why not?**
- 5) Should Cap Anson be banned from the Hall of Fame? Justify your answer.**
- 6) Analyze the author’s statement from “The Life and Times of Adrian “Cap” Anson: “In the end, Anson should be remembered as a talented, yet flawed individual, a relic of the times.”**

## Written Document Analysis Worksheet

1.	<b>TYPE OF DOCUMENT (Check one):</b> <input type="radio"/> Newspaper <input type="radio"/> Map <input type="radio"/> Advertisement <input type="radio"/> Letter <input type="radio"/> Telegram <input type="radio"/> Congressional Record <input type="radio"/> Patent <input type="radio"/> Press Release <input type="radio"/> Census Report <input type="radio"/> Memorandum <input type="radio"/> Report <input type="radio"/> Other
2.	<b>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</b> <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Notations <input type="checkbox"/> Handwritten <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Typed <input type="checkbox"/> Other <input type="checkbox"/> Seals
3.	<b>DATE(S) OF DOCUMENT:</b>
4.	<b>AUTHOR (OR CREATOR) OF THE DOCUMENT:</b>  <b>POSITION (TITLE):</b>
5.	<b>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</b>
6.	<b>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</b> <b>A. List three things the author said that you think are important:</b>  <b>B. Why do you think this document was written?</b>  <b>C. What evidence in the document helps you know why it was written? Quote from the document.</b>  <b>D. List two things the document tells you about life in the United States at the time it was written.</b>  <b>E. Write a question to the author that is left unanswered by the document:</b>

## Artifact Analysis Worksheet

1.	<b>TYPE OF ARTIFACT</b> Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.  _____
2.	<b>SPECIAL QUALITIES OF THE ARTIFACT</b> Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.  _____
3.	<b>USES OF THE ARTIFACT</b> A. What might it have been used for? _____ B. Who might have used it? _____ C. Where might it have been used? _____ D. When might it have been used? _____
4.	<b>WHAT DOES THE ARTIFACT TELL US?</b> A. What does it tell us about technology of the time in which it was made and used? _____ B. What does it tell us about the life and times of the people who made it and used it? _____ C. Can you name a similar item today? _____
5.	<b>BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.</b>

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Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

## Cartoon Analysis Worksheet

<b>Level 1</b>	
<b>Visuals</b>	<b>Words (not all cartoons include words)</b>
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title.  2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.  3. Record any important dates or numbers that appear in the cartoon.
<b>Level 2</b>	
<b>Visuals</b>	<b>Words</b>
2. Which of the objects on your list are symbols?  3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?  5. List adjectives that describe the emotions portrayed in the cartoon.
<b>Level 3</b>	
A. Describe the action taking place in the cartoon.  B. Explain how the words in the cartoon clarify the symbols.  C. Explain the message of the cartoon.  D. What special interest groups would agree/disagree with the cartoon's message? Why?	

## Photo Analysis Worksheet

### Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

### Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

## Poster Analysis Worksheet

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

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