Department of Teaching & Learning Social Studies Education Origins

**Lesson Plan Template**

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Lesson Title: Players and Runs for Homeplate

Grade Level: 10 (80min. block period)

Compelling Question: **How did Black athletes resist racial discrimination and racial violence while playing their sport?**

**Lesson Foundations**

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| Content Standards | **27.** **Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.** | | |
| Learning Objective(s) | LO1: S.W.B.A.T. analyze the racial experiences of Minnie and Nat.  LO2: S.W.B.A.T. describe what constitutes resistance and what resistance looks like. | Assessment(s) | A1-LO1/2: Check in Questions  A2-LO1/2: guided learning  questions.  A3-LO1/2: Stations activity questions  A4-LO1/2: exit ticket, script exercise |
| Materials & Resources | [“L-O-V-E”](https://open.spotify.com/track/4QxDOjgpYtQDxxbWPuEJOy?si=8b474ad02dbe4332) <-link to song for opening  <https://www.milb.com/news/gcs-16600436>  <https://90feetofperfection.com/2015/04/03/minnie-minoso/>  <https://www.sportingnews.com/us/mlb/news/minnie-minoso-dead-dies-hall-of-fame-obituary-white-sox-indians-election/6k7o72rs966f1utvju92wsadk>  <https://www.theguardian.com/world/2018/apr/12/nat-king-cole-attacked-on-stage-archive-1956>  <https://www.independent.co.uk/arts-entertainment/music/news/the-story-of-nat-king-cole-and-his-racist-neighbours-9391316.html>  <https://www.blackpast.org/african-american-history/cole-nat-king-1919-1965/>  <https://www.baseball-reference.com/register/player.fcgi?id=minoso001sat>  <http://hallofstats.com/player/minosmi01>  <https://www.sportingnews.com/us/mlb/news/minnie-minoso-dead-dies-hall-of-fame-obituary-white-sox-indians-election/6k7o72rs966f1utvju92wsadk>  <https://indianapublicmedia.org/nightlights/nat-king-cole-show.php>  <https://open.spotify.com/artist/7v4imS0moSyGdXyLgVTIV7>  <https://www.picturingblackhistory.org/major-players> <-opening article  [Stations](https://www.facinghistory.org/resource-library/teaching-strategies/stations-interacting-multiple-texts)-link to padlet  [Exit Ticket](https://padlet.com/augustine_19/hufw2basfan1)<-“build a script” | | |

**Instructional Procedures/Steps**

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| Opening \_3 mins.\_  \_3 minutes\_  \_5 minutes\_  \_4 minutes\_  Total opening: <15min. | \*Teacher has posted the compelling question on the board prior to class\*  \*Teacher is playing Nat King Cole’s [“L-O-V-E”](https://open.spotify.com/track/4QxDOjgpYtQDxxbWPuEJOy?si=8b474ad02dbe4332) as class begins. \*  Teacher refers to the compelling question to begin class.  Teacher can ask-Can anyone think of famous Black athletes?  -What are they famous for?  -Have they ever been slandered or criticized for something other than their profession?  -What was this criticism motivated by?  Teacher Introduces the main figures of the day, Nat King Cole and “Minnie” Miñoso in a short interactive lecture.  Teacher then provides additional context on the figures of the day with some of these key concepts:   * Nat King Cole was a lyrical master flirting between Jazz and Pop who at one point had his own show on NBC, an unheard-of feat at the time. * Minnie Miñoso was a Cuban born baseball player and considered the first Black, Major league player for the Chicago White Sox, he is a member of the Baseball Hall of Fame.   Teachers asks the Compelling Question written on board to begin Class:How did athlete’s utilize forms to resistance to confront racial discrimination and racial violence while playing their sport? |
| Instruction  \_60\_ Minutes | Teacher will give students 10 minutes to read the article “Major Players”  Teacher will bring special attention to closing paragraph when author poses the question of what Minnie and Nat might be discussing.  Activity:  Students will rotate through four stations in following activity  Teacher breaks students into groups of 4-6.  Teacher should also have multiple packets of information at each station and have a technology-based option such as posting to Google Classroom or appropriate virtual substitute  Students work through each station and answer the questions on the form with the stations listed.  Station 1 “Being The Best in Silence” (Documents A,B,C)  Student groups will begin at a station with their groups and work through their individual packets answering the questions relating to the material at each station.  Students can use any of the documents to answer the questions of the packet.  Repeat for station 2 “It’s Lonely on Top” (Documents D,E,F)  Repeat for station 3 “Resistance Through Success” (Document G,H,I)  Repeat for station 4 “The Jackie Robinson of Television” (Document J/K)  Teacher is moving throughout the room to keep students on task and evaluating students understanding  Check for understanding questions:   * What do you think the key takeaway of this reading is? * What did you not know before? * Are you understanding how to read the statistics? * Are you noticing the number of streams for Nat? * What are you thinking about as you take in this information?   Students may struggle understanding the statistics portion for Minnie at station 3.   * What do the numbers in parenthesis mean? * Can we use our phones? * What do the abbreviations mean? * I don’t like baseball how am I supposed to know what this means?   If students get frustrated or are struggling to understand, encourage them to use the other documents at the stations to help them answer questions and capture learning. Teacher should also consider posting a key of what abbreviations mean, or what statistics may be most important to inspire thinking like average WAR vs. Minnie’s  Teacher should be telling students to be making progress every 10-15 minutes and not get stuck at one station.  Teacher will bring entire class together to have a wrap up discussion answering the questions on the slide  Teacher will reintroduce CQ and can ask:   * What is resistance to you? * How does one resist while simultaneously being oppressed? * How would you argue that the Major Players weren’t appreciated in their times? |

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| Closure  \_\_10\_\_ Minutes | Teacher reintroduced the Compelling Question: **What does resistance look like in the face of discrimination and oppression?**  Teacher brings students back to their seats to begin the Exit ticket portion. Teacher reminds student of the portion of the article in which the author poses what Nat and Minnie are discussing in the photo.  Now that you know more about what the Major Players have gone through, consider what they may be discussing.  Build a script with a few exchanges about what they may be talking about. This does not need to be large or a massive writing project, but this should be an exchange or what may be most important to the other or what you yourself may want to discuss with one of the Major Players. Feel free to put yourself in the shoes of one of the Major Players to create a more genuine exchange. |
| Accommodations/  Enrichment | Universally designed main packet and questions  Differentiated Document packet  Exit ticket form  Instructional strategies linked |