

Teacher's Guide for

**The Curve Ball – The History of the Negro Baseball Leagues**

*Students will learn about the experiences of African-Americans contributing to the advancement of the Major Baseball League and overcoming prejudice by William Bell, trade books, encyclopedias, and multimedia or electronic sources. They will share the information gathered with classmates and present information through student-created presentations, class discussions and art.*

**OHIO STANDARDS CONNECTIONS:**

**GRADES FOUR THROUGH SIX**

OHIO ACADEMIC STANDARDS and BENCHMARKS

**History**

Grades 4-6

Explain how new developments led to the growth of the National Baseball League, our country's most popular pastime.

**Geography**

Grades 4-6

Analyze ways that post Civil War cities were influenced in the formation and evolution of the Negro Baseball League.

**Economics**

Grades 4-6

Explain why entrepreneurship, technology, and specialization of professional athletic teams are important in the history of the nation's pastime.

**Citizenship Rights and Responsibilities**

Grades 4-6

Explain how citizens take part in civic life in order to promote the employment ban regarding discrimination, "Jim Crow laws".

**Social Studies Skills and Methods**

Grades 4-6

Organize historical information in text and graphic format to learn how the National Negro Baseball League provided the necessary link to equal opportunities for all.

**Concepts of print, Comprehension Strategies  
And Self Monitoring Strategies**

Grades 4-6

Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. Apply effective summarizing and making predictions and comparisons using information in text and different text across the subject areas. Make meaning through asking and responding to a variety of questions related to text and how it affects our life today.

**Informational, Technical and Persuasive Text**

Grades 4-6

Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. Recognize the difference between cause and effect and fact and opinion to analyze text.

**Writing Applications**

Grades 4-6

Write responses to the text that summarized the “main idea” and significant “facts” to support interpretations of the text. Use grammatical structures to effectively communicated ideas with 2-3 examples to support their responses.

**Research**

Grades 4-6

Identify a topic of similar occurrences in history. Summarize findings orally, visually and in written format through multimedia.

## **PLAY “FAIR” BALL**

**“What you’ll learn goes beyond the game into how commitment, intelligence and talent can triumph over any adversity.”\***

**Grades 4-6**

Teacher and students will read aloud *The Curve Ball – The History of the Negro Baseball Leagues* Learning Activity Book.

Students will read primary and secondary sources about the Negro Baseball League and identify the *environmental, economic and civic impact* of the formation of the Negro Baseball League (NBL).

Teachers and students will read assigned magazines, websites, biographies, journals, and autobiographies to determine the effect of the NBL in the mid 1800’s on the nations’ pastime.

Teachers will provide primary and secondary sources for students to read as daily assignments with relevant questions to determine the effect of the NBL and their government in regards to the “Gentlemen’s Agreement”.

Students will read assigned sources and respond to the following questions.

1. How did the NBL impact civil rights and civic duties in the mid 1800’s through the mid 1900’s?
2. How did the NBL affect the economics locally in Ohio and nation wide in the USA?
3. Did society embrace the NBL? (Yes/No) Explain with facts from the assigned reading sources. (i.e....bus seating, restaurants, local businesses)
4. Opinion – How has the induction of the NBL and the Ives-Quinn Bill affected the world today. Include (3) sources to support your opinion.

\*Percy A Mack, PhD

**PRE-ASSESSMENT:**

Teachers may use the following pre-assessment or design their own way of discovering student's background knowledge of the Negro Americans during the time of the Civil War and how baseball played a significant role. Use the information gained from the pre-assessment to modify any activity or provide intervention.

- Have each student make a chart with two columns:

African Americans Role Pre Civil War

African Americans Role Post Civil War

Each column must contain at least 3-4 statements that the students know from previous studies on African Americans and their experiences during this pivotal time.

- Go around the room and ask each student to recite what they have written in their column so they can hear from their classmates. Have the students add to their columns to learn more from each other.

## **CLASS ACTIVITIES**

**All students should do activities 1 through 5 to gain background knowledge in the African American Baseball Leagues.**

1. Students will read The Curve Ball by William Bell, and also read other literature such as textbooks, as well as view various Internet sites concerning the Negro Baseball League.
  - Life and experiences in slavery in regards to baseball.
  - Attempts to create Negro Baseball Leagues.
  - Explain the Gentlemen’s Agreement and Ives-Quinn bill.
2. Access the Negro League Baseball Museum website, [www.nlbm.com](http://www.nlbm.com) Browse the website for links to the history of the museum as well as teaching links and player links to learn more about the NLBM.
3. Scavenger Hunt – Answer questions in the “Tour of the Museum”.
4. Power Point Presentations – Pick at least 2 topics and write a report explaining the student’s presentation and how it enhanced the NBL.
5. Go to the Library and research other books related to The Curve Ball and do an oral presentation to the class with Q and A at the end. Make a poster depicting a new cover for your presentation.

## **POST-ASSESSMENT GUIDELINES**

When scoring an activity, keep in mind the prior knowledge the student possesses and the knowledge attained after the activities are completed.

1. Have a few questions for the student to answer to assure that the student went to all the appropriate links on the website clearly showing in-depth understanding.
2. Have the student print out the scavenger hunt and the questions with the answers to show they completed the task. Base their answers on a 3 point scale with 1 being the minimum done and 3 being the best done. Grading the highest number score to be the best.
3. Have the student place their power point presentation on a zip drive for the teacher to grade for accuracy and overall spelling and grammar usage.
4. Have the Librarian sign off that the student did select research books on the topic for the oral report. Have the teach devise a point system for the presentation and the poster for grading purposes.

