



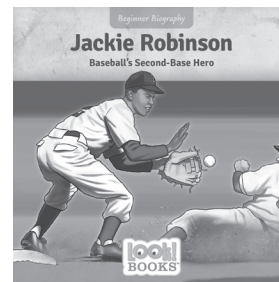
Teaching with Jackie Robinson: Baseball's Second-Base Hero

CONNECTION TO STANDARDS

Students will know and use various text features to locate key facts or information in a text. (CCSS.ELA-LITERACY.RI.1.5)

DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *siblings, track, professional, served, nation, century, accept, racist, backgrounds.*
- Pair students with a partner and allow them to help each other clarify the words' meanings. Have each pair write new sentences using the vocabulary words.



Lexile: 830L
Words: 652

GRL: TK

BEFORE READING

Build Background Knowledge: Write the word *segregation* on the board. Explain that *segregation* is the act of keeping people of different races, religions, etc. separate from each other. Share that many years ago, Blacks and whites in the U.S. were forced by law to be separated in public places like schools, because some people wrongly believed that not all people were equal. The Civil Rights Act of 1964 made segregation illegal.

- Tell students that segregation was also in place in professional sports, including Major League Baseball (MLB). From 1920 until the late 1940s, Black players played baseball in the Negro Leagues because they weren't allowed in the MLB.
- Tell students that they'll be reading about Jackie Robinson, who in 1947 became the first Black person to play in the MLB in the 20th Century. Ask students to think about what that experience must have been like for him as they read.

Preview

- Show the cover of the book. Read the title and ask students to share what they know about Jackie Robinson. Point out the word "hero". Invite students to share what they think makes someone a hero. Then lead students in a brief picture walk of the book, exploring the illustrations and photos on each page.

Predict: Ask students to predict some of the things they will learn about Jackie Robinson in the book. Have them support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 (“Words to Know”). Read each vocabulary word and the definition provided. Ask students to consider whether the provided definition matches their understanding of the word.

Skill Introduction: Write the words “text features” on the board. Explain that text features are all the parts of a book that are not the main story. Tell students that text features help readers understand what they are reading about.

DURING READING

Check for Understanding: Ask students the following questions as they read.

- pp. 4-5, *What was hard about Jackie’s childhood?* (His father left the family a year after he was born. His family was very poor. There weren’t many Black people in his city. Jackie was often left out of things.)
- p. 6, *How did Jackie’s life change in high school?* (He played and earned varsity letters in many sports.)
- pp. 14-15, *What challenges did Jackie face when he joined the MLB?* (Racism, hate mail, death threats, not being accepted by some teammates)
- pp. 15-17, *What were some of Jackie’s accomplishments as an MLB player?* (He earned MLB’s first Rookie of the Year award. He won the National League MVP award in 1949. He was an All Star every season from 1949-1954. He and the Dodgers won the World Series in 1955.)
- pp. 18-20, *How has Jackie’s legacy continued?* (The Jackie Robinson Foundation helps college students of all backgrounds. His jersey number was retired by every major-league team. April 15 is known as Jackie Robinson Day. He opened the door for other Black players in professional sports.)

Reinforce Vocabulary

- p. 16: Review the definition of *civil rights*. Ask to students to share examples of civil rights.
- p. 20: Go over the definition of *barrier*. Invite students to share some barriers they (or people they know) have had to overcome.

AFTER READING

Reflection: Write the words “character traits” on the board. Explain that character traits are words that describe someone’s personality or the qualities that make them who they are.

Invite students to share character traits of Jackie Robinson, using facts and details from the text to support their responses. Then discuss as a class why those character traits made Jackie the best person to break baseball’s color barrier.

Skill: Have students complete the Text Features Scavenger Hunt worksheet.

Name _____

Text Features Scavenger Hunt

Read the names of eight common non-fiction text features and their purpose. Then search for each one in the book and fill in the table below.

Caption: explains what's been shown in an illustration or photograph

Glossary: gives the definitions of vocabulary words

Illustration/Photograph: a drawing or picture that shows what something looks like

Index: lists important topics and what page they can be found on

Subtitle: gives more information about the title

Table of Contents: shows the titles of chapters or sections and what page they begin on

Timeline: lists important events that help you learn more about a person or topic

Title: tells what the book will be about

Text Feature	Page Number/ Numbers It's Found On	One Thing You Learned From This Text Feature
Caption		
Glossary		
Illustration/Photograph		
Index		
Subtitle		
Table of Contents		
Timeline		
Title		