

Notable Trade Book Lesson Plan:

Dad, Jackie, and Me
by Myron Uhlberg

Melinda Odom Staubs, Ed.D.
Jacksonville State University



 *Dad, Jackie, and Me* (2005) by Myron Uhlberg. Atlanta, GA: Peachtree Publications.

Abstract

*This lesson uses *Dad, Jackie, and Me*, a book that takes place during the summer of 1947 and focuses on Jackie Robinson as the new first baseman for the Brooklyn Dodgers as well as the first black player in Major League Baseball. In the book, a young boy shares the excitement of Robinson's rookie season with his deaf father, who sees Robinson's perseverance through prejudice on and off the field as a parallel to his own experience. This lesson focuses on the challenges and hardships of discrimination and how an individual can have an impact on society and future generations. This lesson can be used with upper elementary students to examine discrimination and various people that overcame the hardships brought on by discrimination.*

NCSS Notable Trade Book Lesson Plan

Dad, Jackie, and Me by Myron Uhlberg

Lesson Plan Author: Melinda Odom Staubs, Ed.D.

Suggested Grades: 3-6

<p>NCSS Notable Trade Book Title:</p>	<p><i>Dad, Jackie, and Me</i> (2005) by Myron Uhlberg Atlanta, GA: Peachtree Publications.</p>
<p>Book Summary:</p>	<p>This story takes place during the summer of 1947 and focuses on the addition of Jackie Robinson as the new first baseman for the Brooklyn Dodgers as well as the first black player in Major League Baseball. A young boy shares the excitement of Robinson's rookie season with his deaf father, who sees Robinson's perseverance through prejudice on and off the field as a parallel to his own experience. Though baseball and Jackie Robinson are at the heart of the story, the story's strength lies in its depiction of the bond between father and son. Author Myron Uhlberg offers a sentimental look back at 1947 and the legendary hero, Jackie Robinson.</p>
<p>NCSS Standards:</p>	<p>NCSS Standards: II, III, IV, VII</p>
<p>Materials:</p>	<p>Copies of <i>Dad, Jackie, and Me</i> by Myron Uhlberg Various pictures of the Brooklyn Dodgers Computer and Internet access Newspaper articles about the Brooklyn Dodgers and Jackie Robinson during the 1947 season Current newspapers</p>
<p>Objectives:</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • examine conflicting interests • identify the social context that shapes historical events • identify discrimination and individuals that endured discrimination • perceive that individuals still face the challenges and hardships of discrimination • evaluate how an individual can have an impact on society and future generations

<p>Procedures Exploration/Introduction:</p>	<p>Explain to the students that you have just put in your two-week notice and that they are going to have to hire a new teacher to take your place. When they bombard you with questions about why you are leaving, explain to them that you have decided to fulfill your lifelong dream of playing for the Brooklyn Dodgers. Field their questions about the likelihood of your being permitted to play on the team, especially if you are a woman. Ask them to define <i>discrimination</i> in their journals. Discuss their definitions, clarifying that <i>discrimination is treatment of an individual solely on the basis of the person's race, religion, sex, or other defining characteristic such as a disability</i>.</p> <p>Explain that if you really had the dream to play for the Brooklyn Dodgers, you would have to overcome the obstacle of being a woman in a male-dominated sport. (If you are not a woman, use a fellow female teacher as an example.) Explain that you are going to be studying about some people who faced and overcame obstacles, opening up the doors for others.</p>
<p>Development:</p>	<p>Tell the students Jackie Robinson was the first African-American to play in major league baseball. Explain that as the first African-American entering the major leagues, Jackie Robinson had to deal with discrimination and prejudice due to his skin color. Tell them that as you read the story, <i>Dad, Jackie, and Me</i>, they should listen for the purpose of identifying someone else who experienced prejudice and discrimination. Read the story aloud. When finished, discuss the fact that the father in the story also suffered discrimination due to his handicap.</p> <p>Explain to students that throughout history there have been many people who suffered discrimination. The author refers to Jackie Robinson as a hero who helped open the door for other African-American baseball players to enter the major leagues. The author also mentions another hero by the name of William “Dummy” Hoy, a deaf major league baseball player. He states that both Robinson and Hoy had “to overcome thoughtless prejudice and to prove themselves every day of their lives.” Tell students that both of these men are considered heroes who helped contribute to the common good of society. Throughout their lives, they demonstrated that neither their skin color nor their disability made them any less valuable to society. Tell students that they are going to research a figure from the past that had to overcome discrimination or some type of hardship</p>

<p>Expansion:</p>	<p>(see suggested research subjects). Students will research their figure and compile a one- to two-page report that presents information about the person, the hardships faced, and their contributions to society. From their research findings, students will then prepare to give an oral narrative of their researched figure. Tell students that they will present their research figure by beginning their oral history, “Hello. My name is _____, and I contributed to society by.....” Give students the rubric to help guide the elements for inclusion in their oral presentations.</p> <p>Examine the newspaper articles from 1947. Discuss the hardships Jackie Robinson faced as the first African American player in the major leagues. Have students search current newspapers for someone they feel is making a contribution to society by paving the way for others (examples: Nancy Pelosi, first woman Speaker of the House; Hillary Clinton, first female candidate for President; Barack Obama, current African-American candidate for President, etc.). Discuss some of their choices and compare the hardships Jackie Robinson faced with the hardships that their identified person faces. Have students write a letter of support to their identified person. Provide an opportunity for students to share their letters with the class. Have students edit and mail the letters.</p>																										
<p>Assessment:</p>	<p>Formative assessments to check for understanding will include the journal writings and letters. Summative assessment will be done through the use of a rubric on the presentation of their oral histories.</p>																										
<p>Suggested Research Subjects:</p>	<table border="0"> <tr> <td>Rosa Parks</td> <td>Lech Walesa</td> </tr> <tr> <td>Mohandas Gandhi</td> <td>Helen Keller</td> </tr> <tr> <td>Vivian Malone</td> <td>Marian Anderson</td> </tr> <tr> <td>Cesar Chavez</td> <td>Masha Malikina</td> </tr> <tr> <td>Elizabeth Blackwell</td> <td>Barbara Jordan</td> </tr> <tr> <td>Amy Marcy Cheney Beach</td> <td>Josephine Baker</td> </tr> <tr> <td>Wilma Rudolph</td> <td>Thurgood Marshall</td> </tr> <tr> <td>Sandra Day O’Connor</td> <td>Emiliano Zapata</td> </tr> <tr> <td>Franklin Delano Roosevelt</td> <td>Stephen Hawking</td> </tr> <tr> <td>Cervantes</td> <td>Bernice Gera</td> </tr> <tr> <td>Mamie “Peanut” Johnson</td> <td>Jim Abbott</td> </tr> <tr> <td>John Milton</td> <td>Beethoven</td> </tr> <tr> <td>Alexander Graham Bell</td> <td>Dr. Feng Shan Ho</td> </tr> </table>	Rosa Parks	Lech Walesa	Mohandas Gandhi	Helen Keller	Vivian Malone	Marian Anderson	Cesar Chavez	Masha Malikina	Elizabeth Blackwell	Barbara Jordan	Amy Marcy Cheney Beach	Josephine Baker	Wilma Rudolph	Thurgood Marshall	Sandra Day O’Connor	Emiliano Zapata	Franklin Delano Roosevelt	Stephen Hawking	Cervantes	Bernice Gera	Mamie “Peanut” Johnson	Jim Abbott	John Milton	Beethoven	Alexander Graham Bell	Dr. Feng Shan Ho
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<p>Suggested Extension Activities:</p>	<p>1. Assign each small group a research project in which they become the experts and have them report their findings to the class in a PowerPoint presentation. Research suggestions:</p>																										

	<ul style="list-style-type: none"> • Minorities in sports today • African Americans breaking the racial barrier in football • A historical look at segregation in the military • Women in sports • The Negro Baseball League • Handicap laws/abilities discrimination • Origin and history of the Special Olympics <p>2. Guest speaker. Invite a guest speaker from the community who has worked to pave the way for acceptance and equality for all people. Have students research and prepare questions appropriate for asking the guest speaker.</p> <p>3. Have students research Jackie Robinson and William Hoy in order to make a Venn Diagram comparing and contrasting their lives.</p>
<p>Additional References and Web links:</p>	<p>http://www.dummyhoy.com/ http://www.biography.com/search/article.do?id=9460813 http://www.probaseballarchive.com/Home.aspx http://www.encyclopedia.com/doc/1E1-RbnsnJk.html http://www.thisweeknews.com/index.php?edition=common&story=thisweeknews/052605/common/News/052605-News-588985.html</p>

Rubric for Oral Narrative

CATEGORY	4	3	2	1
Presentation	Facial expressions/ body language generate a strong interest and enthusiasm about the person being presented throughout the presentation.	Facial expressions/ body language often generate a strong interest and enthusiasm about the person being presented.	Facial expressions/ body language try to generate enthusiasm but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in the audience.
Preparedness	Learner is completely prepared and has obviously rehearsed. Stays in character throughout the presentation.	Learner seems pretty prepared but might have needed a couple more rehearsals. Does not stay in character throughout the presentation.	The learner is somewhat prepared, but it is clear that rehearsal was lacking.	Learner does not seem at all prepared to present.
Speaking	Speaks clearly and distinctly entire (100-95%) time and mispronounces no words.	Speaks clearly and distinctly entire (100-95%) time, but mispronounces one word.	Speaks clearly and distinctly most of the time. Mispronounces a few words.	Often mumbles or cannot be understood or mispronounces many words.
Props	Learner uses several props that show considerable work/creativity and enhance the presentation.	Learner uses one prop that shows considerable work/creativity and makes the presentation better.	Learner uses one prop which makes the presentation better.	The learner uses no props or the props chosen do not represent the person being presented.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new.	Uses vocabulary appropriate for the audience. Includes one or two words that might be new but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (five or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the person being presented. All information provided is accurate.	Shows a good understanding of the person being presented but provides some inaccurate information.	Shows a good understanding of some event in the life of the person being presented but not the life of the person.	Does not seem to understand the life of the person being presented.