

Chasing Dreams

BASEBALL & BECOMING AMERICAN

Supplementary
Educational
Materials



WEITZMAN NATIONAL MUSEUM OF
AMERICAN JEWISH HISTORY

A Smithsonian Institution Affiliate

CONTENTS

3

Introduction

4

Chasing Dreams:
Historical Background

8

**UNIT
I**

The Home Team (K-3)

18

**UNIT
II**

The Four Sides of a Baseball
Diamond (4-7)

28

**UNIT
III**

Breaking Barriers (8-12)

39

Appendix A – Primary Resources
(Images, Documents, and Texts)

67

Appendix B – Worksheets

82

Timeline

84

Glossary

85

Additional Resources for
Teachers and Students

88

About the Museum

Rich in history, tradition, myth, and drama, baseball is more than a game: It's a way of life, a unifying force, a carrier of values, a reflection of American national identity. And as the American national pastime, baseball is inexorably bound up with our country's complex social and cultural history. For many immigrants, baseball has been an agent of acculturation and Americanization. For Jews and other minorities, baseball has served as a crucible of racism and discrimination, but also an instrument of change. And for generations of Americans, baseball has helped to build and nurture communities.

The exhibition *Chasing Dreams: Baseball and Becoming American*, on view at the National Museum of American Jewish History from March 13 to October 26, 2014, explores the intersection of sports, identity, and ethnicity in America over the last century and a half. The exhibit and its accompanying materials offer K-12 educators a unique opportunity to examine a variety of history and social studies topics through the lens of baseball. We hope you'll be able to visit the exhibition during its run in Philadelphia or its traveling locations. But even if you cannot, the lessons below will enable you to explore some of the key topics and themes of the exhibition in your classrooms.

The lessons are organized into three units, according to grade level. Each unit is designed to support a visit to the exhibit, but can also stand alone as an independent unit of study.

Unit I, "The Home Team," is aimed at students in kindergarten through 3rd grade and focuses on the themes of family, community, teamwork, and sportsmanship. Special attention is given to literacy and art-based activities as well as development of social skills.

Unit II, "The Four Sides of a Baseball Diamond," has been created for students in grades 4-7. The lessons relate to such topics as immigration, identity, and cultural diversity, and they encourage close looking at historical objects and documents, group work, and self-reflection.

Unit III, "Breaking Barriers," is most appropriate for students in grades 8-12. This unit explores themes of discrimination, inequality, Civil Rights, social justice, and social change. The lessons are designed to promote debate, discussion, and social action, as well as build media literacy and historical research skills.

Each unit begins with an introductory lesson and several follow-up lessons. If you are planning to visit the exhibition, the introductory lesson will serve as a useful pre-visit experience; the other lessons can be taught either before or after your visit. If you are not able to visit the exhibition, the introductory lesson is still a good place to begin your study. All of the units include images of objects, photos, or documents from the exhibition as well as discussion questions to help you explore these resources with your students. Relevant Common Core Anchor Standards for ELA and Math, as well as Pennsylvania and New Jersey State standards for Social Studies, Arts, and related content areas are included for each lesson. The guide also includes additional online and print resources, a glossary, and a timeline.

Finally, we encourage you to read through all of the lessons—even those that are not targeted to your students' grade level—as many of the lessons can be adapted for older or younger students. In general, we hope you will feel free to adapt and modify these lessons as necessary to fit your curriculum and your students' educational needs.

Chasing Dreams

HISTORICAL BACKGROUND

For Jewish immigrants and their descendants, baseball has served as a pathway for learning and understanding American values. Whether they made their homes in densely crowded Eastern cities, rural Southern towns, or suburban cul-de-sacs, it could be assured that a baseball diamond, regulation or makeshift, could be found nearby. “Baseball was a kind of secular church that reached into every class and region of the nation,” author Phillip Roth wrote in “My Baseball Years.” Growing up, Roth felt baseball connected him to his neighbors and his nation, bringing “millions upon millions of us together in common concerns, loyalties, rituals, enthusiasms, and antagonisms.”¹

Chasing Dreams uses the American Jewish community’s encounter with baseball as a lens through which to examine the trajectory of Jewish identity, and in particular Jewish racial identity, which has often been marked by a dissonance between how Jews have been perceived in American culture and how they have thought of themselves. As John Thorn, official historian of Major League Baseball has written, “This great game opens up a portal to our past, both real and imagined, comforting us with intimations of immortality and primordial bliss. But it also holds up a mirror, showing us as we are.”² Indeed, throughout their history, American Jews have benefited from American freedom even as they operated with uncertainty about just how integrated they could or should be into mainstream culture. Even as they benefitted from the advantages of whiteness, Jews often expressed a sense of wariness or anxiety about their integration. Chasing Dreams analyzes such complexities through stories of Jewish superstars and journeymen players, Little Leagues and stickball pick-up games, fans, executives, and broadcasters.

The exhibition and its associated educational materials are built around three primary themes: Shaping Identity, Overcoming Adversity, and Family and Community

Shaping Identity

Baseball has long served as an agent of integration for new arrivals to America seeking to understand and express the ideals, culture, and behaviors of their new home, and has increasingly become a means for assimilated or geographically detached members of cultural groups to reconnect with their own cultures.

The desire to feel at home in a new and unfamiliar place is not a uniquely Jewish story, but one that is particularly resonant for Jews, who have sought ways to maintain their traditions and practices while addressing the pressures they have felt to talk, look, and act American at school, in the workplace, and on the street. Playing baseball, attending games, trading baseball cards, and following the statistics of favorite players and teams have all served as outward affirmations in the idea of America. The Jewish Daily Forward underscored baseball’s centrality to American life in a 1909 article, writing “To us immigrants, this all seems crazy, however...[i]f an entire nation is crazy over something, it’s not too much to ask to try and understand what it means.”³

As increasing numbers of immigrants came to the United States during the era of mass migration, among them more than two million Jews, settlement houses, YMCAs and YM/YWHAs, and immigrant literature considered sports and physical fitness effective methods for teaching American values and behaviors. Social reformers could be heard supporting taking up a bat and a ball, be it in city streets, fields, or full-fledged ballparks, lest parents “raise [their] children to be foreigners in their own country.”⁵ For example, in 1904 the Chicago public school system made adult-supervised ballplaying a central part of its physical education program, ensuring that every child in its schools would learn the quintessentially American sport. And some YWHAs included baseball among their sports activities for young women, entering teams into local baseball leagues at a time when women were more often encouraged to play softball.

Coming of age during the Great Depression and witnessing the rise of Nazism, children and grandchildren of immigrants looked to ethnic baseball players like Hank Greenberg and Joe DiMaggio, whose skills on the field and conspicuous patriotism publicly attested to the commitment of American minorities to their homeland. Greenberg silenced criticism of Jews’ dedication to their country (?) when he became the first professional ballplayer to enlist after Pearl Harbor. Lesser known is Olympian Herman Goldberg, who attended the 1936 Berlin Olympics with an American demonstration baseball team, staying in a dorm outfitted in with Nazi regalia. During the same period, the All-American Girls Professional Baseball League (AAGPBL) emerged as the first professional baseball league for women. The AAGPBL provided women like Jewish all-star outfielder Thelma “Tiby” Eisen an arena in a sport usually reserved for men, for women and to express their patriotism.

Opportunities made possible by America's postwar economic boom led millions to relocate to suburban neighborhoods and Sun Belt cities. That Jews eagerly participated indicated their desire to share in a middle class lifestyle alongside their Christian neighbors. Their stories coincide with the integration of baseball and the 1955 advent of Roberto Clemente and Sandy Koufax, who became the new faces of baseball's ethnic diversity and idols to their communities. While Clemente faced racial prejudice as a dark-skinned, non-English-speaking player, Koufax's unparalleled athleticism (yielding millions of flashbulb memories of his perfect game) and celebrated decision not to pitch the first game of the 1965 World Series because it fell on Yom Kippur are among the proudest moments in American Jewish sports memory.

Displays of ethnic distinctiveness at the ballpark have become increasingly common since the 1990s. The availability of kosher food at stadiums (or Asian fare offered with chopsticks at Seattle's Safeco Field), *minyanim* (prayer gatherings) during afternoon games, and *kipot* (Jewish head coverings) adorned with team names in Hebrew all suggest a new era of cultural identification. Moreover, 25 American ball players with Jewish roots recently joined Team Israel to play, manage, or coach for the Jewish homeland in the World Baseball Classic. Former major leaguers Shawn Green, Brad Ausmus, and Gabe Kapler, led an all-Jewish team made up primarily of American Jewish minor leaguers. Explaining their pride in playing for the Jewish homeland, which most of the team had never visited, Ausmus stated that "passion for the faith, for country, whatever it may be, it takes over." Supporting Israel on the ball field served as a powerful demonstration of Jewish identity for the players and their fans, who enjoyed kosher hot dogs and dancing to "Hava Nagilah" as Team Israel scored.⁶

Overcoming Adversity

At the same time that baseball has reflected the best of America, it has also served as an arena for challenges the nation has faced over the last 175 years, including racial integration and equal rights.

"Baseball seems to have the uncanny ability to endure through the great challenges the world brings to us," former player Doug Glanville wrote in the *New York Times*, "not just the larger events like wars and struggles for racial equality, but internal wounds suffered by the game: from the Black Sox cheating scandal to the age of steroids."⁷ How do we confront the imperfections of our favorite team and our heroes' failings? How do we renew our commitments to the game and to our idols? How do we grapple with gambling, cheating, or drug use when one of "our own" is blamed? Throughout every era, baseball has been a mirror for challenges present in American society. Urbanization, racism, class stratification, gender discrimination, and cheating have all been debated within the game of baseball. Some challenges, like racial integration, have been addressed heroically, others less so. As Jews confronted these issues they drew on heritage and tradition as well as a history of political activism and advocacy.

Antisemitism and Cultural Stereotyping

The infamous 1919 World Series scandal (which notably inspired the character Wolfsheim in F. Scott Fitzgerald's *The Great Gatsby*), Henry Ford's characterization of baseball as controlled by Jewish businessmen, and the imposition of "Jewishness" on Harry Frazee when he traded Babe Ruth to the Yankees represent notable instances of antisemitism in baseball. Together with inestimable jeers from spectators and players alike and exclusion from hotels during road games, Jews have had to repeatedly confront prejudice in baseball. Jewish stars like Mike Epstein, Hank Greenberg and Sandy Koufax had to negotiate their identities strategically, carefully choosing when to emphasize their Jewish heritage in an effort to maintain their Jewishness while preserving their standing as all-American sports figures.⁸ These men, together with players like Ken Holtzman and Shawn Green have challenged age-old stereotypes of Jewish men as overly intellectual and unathletic.

Racial discrimination

For Jews, involvement in baseball has been associated with communal efforts to achieve equality—as players and as citizens—and the integration of baseball served as a crucial indicator of changing American values toward pluralism. As Rebecca Alpert has written, Jackie Robinson's debut on April 15, 1947 "provided many Jewish writers and artists, rabbis and baseball fans, with a symbolic representation of their experience of assimilation into American society in the era immediately following World War II."⁹ Having witnessed, from the sidelines, how easily antisemitism could turn to extermination, Jewish organizations placed themselves at the forefront of efforts to ensure civil rights and civil liberties for all American citizens. Moreover, Jews hoped that they too would benefit from the civil rights movement and prove their loyalty to American democracy (the antithesis of communism). In their view, a country that supported equal opportunities for African-Americans would be much less likely to withhold rights from its Jewish citizens.¹⁰

Robinson's story also suggests less celebrated aspects of Jewish involvement in baseball. Nowhere is the complex relationship between African-Americans and Jews more profoundly illustrated than in baseball, which included, but was not limited to, the Negro Leagues. Jewish owners of black baseball teams profited from Jim Crow even as they imagined themselves providing opportunities to their players. *Chasing Dreams* embraces this complexity and its ability to illustrate the intricacies of Jewish racial identity, recognizing that "Jews saw the American capacity for tolerance through their own experiences of assimilation to the white middle class," but did not necessarily recognize "the enormous difference between America's brand of anti-Semitism and its pervasive antiblack racism."¹¹

Players' rights

For over a century, team owners controlled the fates of each player and received the majority of team profits. No matter how great—be they Ruth, Williams, Cobb, Mantle, Greenberg or Koufax—players remained bound to their teams until management decided to sell or trade them and had little leverage when negotiating salaries. It was not until 1966, when Marvin Miller became head of the Players' Association, that this began to change. Miller has been called “the Moses who had led Baseball's Children of Israel out of the land of bondage” for his role in redefining how Major League Baseball operates. Born in the Bronx to Jewish parents, Miller's father worked as a salesman for a Lower East Side clothing company and his mother taught elementary school. Both were union members during the 1930s, a heyday of labor activism Miller trained as an economist and worked for the United Auto Workers and the United Steelworkers Union before he turned the Players Association into one of the strongest unions in America, along the way revolutionizing how players were paid and instituting free agency.

Gender inequality

Efforts to challenge social or professional boundaries were not limited to men. Women who wanted to play baseball had to overcome prejudices of race and religion as well as of gender. Tiby Eisen identified the double-standard that women players faced, stating that “They're so worried about the men and what they do and they're fighting all the time but if a woman does something that isn't quite right well they're right on their backs immediately.”¹² Eisen's story shows how baseball has expanded to recognize women as essential cultural consumers and their importance to the business of baseball. Standing on the shoulders of the AAGPBL, Justine Siegal (the first woman to pitch in Major League batting practice) has remarked that *Chasing Dreams* is about “the commonality of what everyone is trying to accomplish.”

Family and Community

As our national pastime, baseball has emulated a set of values and traditions which have nurtured communities and been transmitted across generations through familial relationships.

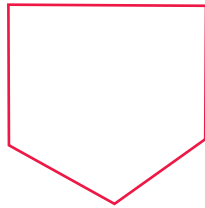
Despite socio-economic obstacles, outsider status, cultural stereotypes, and religious discrimination, Jews have helped shape the world of baseball in significant ways. Fans have made much of Jewish stars like Andy Cohen, Buddy Myer, and Shawn Green. Their achievements, and the groundbreaking endeavors of record-breakers and change-makers including journalists, owners, managers and players, have instilled pride in Jews around the nation. Even minor leaguers experience the warmth of community support. One Jewish minor league player recently observed that, “[The fans] want to have connections. They feel like we're all one and we're part of the same thing, same family, and anytime someone else succeeds we all succeed.”¹³

In the 19th and early 20th centuries, Jewish immigrants and their families faced the challenge of making America home. Work, family life, politics, and consumer culture dominated their lives and shaped their identities. The challenge of making ends meet in difficult working conditions, combined with the emphasis Jews placed on education and community defense, contributed to how Jews came to understand their place in American society and shaped their attitudes toward athletics, both as recreation and as a career. Nevertheless, Jews recognized in baseball an achievable way of identifying as an American. Historian Andrew Heinze has noted, minorities like Jews recognized that pursuing mainstream consumer culture allowed them to “begin to move toward the goal of fitting into American society.”¹⁴ Still, despite its assimilative qualities, baseball could also challenge immigrant identities and parent/child relationships. To many Jewish immigrants athletics represented a foreign cultural phenomenon. The literature and periodicals of the immigrant generation, as well as modern novels like *The Chosen*, attest to baseball's ability to inspire both inter-generational bonding and family conflict.¹⁵

For the children of immigrants, the decades following World War II brought new economic, demographic, and institutional opportunities and challenges. As the popular success of Will Herberg's 1953 book *Protestant, Catholic, Jew* attested, to identify publicly as a Jew no longer threatened America's white mainstream. Still, for all the openness of postwar society, Jews could still be excluded from the suburbs, and from clubs and resorts frequented by their Gentile neighbors and coworkers—realities that increased communal celebration each time a Jewish player succeeded on the field. Moreover, while baseball's popularity generally transcends class, socioeconomic status can be marked by which Little League team children play for, the seats a family chooses to purchase, or even which team they root for.

Jewish engagement with baseball has not been limited to the Lower East Side or Brooklyn: it reaches across the United States and its texture shifts depending on geography. Steven Reiss has written that, before 1964 only one-third of Jewish baseball players came from New York although one-half of all Jews in America lived there in 1920.¹⁶ This statistic suggests that place and the availability of public space are crucial to the relationship between Jews and baseball (for instance, New Yorkers fondly recall stickball while Jews from Florida remember Little League). Hank Greenberg's star rose with the Detroit Tigers in the 1930s, playing for a city that produced both Henry Ford's *Dearborn Independent* (with its 1921 articles including "How Jews Degraded Baseball") and Father Coughlin, whose vitriolic radio addresses reached an estimated audience of 30 million listeners. In the story of Jews and baseball, place matters.

Family has played a crucial role in the transmission of the values, ideas, and behaviors that Jews associated with being American. For Barry Levinson, director of *The Natural* (based on the novel by Bernard Malamud), family has been essential to "the introduction of the game and how it's passed on .. It's the story told seven times over, and it gets more vivid and exciting each time. That's where it all connects, from generation to generation and from father to son."¹⁷ While noting that it is our intention to expand the discussion to include mothers and daughters, Mr. Levinson's comments eloquently describe the significance of role of intergenerational storytelling and the very important role of grandparents to the continuity of values and traditions—in baseball, in families, and in American life—even as they change over time.



- 1 Philip Roth, "My Baseball Years," in *Reading Myself and Others*, New York: Farrar, Straus and Giroux, 1975.
- 2 John Thorn, "Why Baseball?" in Geoffrey C. Ward and Ken Burns, *Baseball: An Illustrated History*, New York: Alfred A. Knopf, 1994, 58.
- 3 *The Forward*, August 27, 1909.
- 4 Hasia R. Diner, *The Jews of the United States, 1654 to 2000*, Berkeley: University of California Press, 2004, p. 3.
- 5 *The Forward*, August 6, 1903. For instance: Jane Addams, *Twenty Years at Hull-House*, New York: The Macmillan Company, 1910; Lillian D. Wald, *The House on Henry Street*, New York: Henry Holt and Company, 1915; Adam Bellow, *The Educational Alliance: A Centennial Celebration*, New York: Educational Alliance, 1990; Melissa Klapper, *Small Strangers: The Experiences of Immigrant Children in America, 1880-1925*, New York: Ivan R. Dee, 2007.
- 6 Based on oral history interviews conducted by William Ressler.
- 7 "Baseball, Faith and Doubt," *The New York Times*, August 17, 2012.
- 8 Jane Leavy, *Sandy Koufax: A Lefty's Legacy*, New York: Harper, 2002; Robert C. Cottrell, *Two Pioneers: How Hank Greenberg and Jackie Robinson Transformed Baseball—and America*, Washington, DC: Potomac Books, 2012.
- 9 Rebecca Alpert, *Out of Left Field: Jews and Black Baseball*, New York: Oxford University Press, 2011, 1.
- 10 Stuart Svonkin, *Jews Against Prejudice: American Jews and the Fight for Civil Liberties*, New York: Columbia University Press, 1997; Marc Dollinger, *Quest for Inclusion: Jews and Liberalism in Modern American*, Princeton: Princeton University Press, 2000.
- 11 Alpert, *Out of Left Field*, p. 2.
- 12 Rebecca Alpert, unpublished oral history of Thelma "Tiby" Eisen, used with Alpert's permission.
- 13 Jewish Minor Leaguer "J21", interview by William H. Ressler, May 5, June 2, and September 16, 2012.
- 14 Andrew Heinze, *Adapting to Abundance: Jewish Immigrants, Mass Consumption and the Search for American Identity*, New York: Columbia University Press, 1992, p. 33.
- 15 Jeffrey S. Gurock, *Judaism's Encounter with American Sports*, Bloomington: Indiana University Press, 2005.
- 16 Steven Reiss, "From Pike to Green with Greenberg in Between: Jewish Americans and the National Pastime," in Lawrence Baldassaro and Dick Johnson, *The American Game: Baseball and Ethnicity*. Carbondale: Southern Illinois University Press, 2002.

UNIT I

The Home Team

BASEBALL. TEAMWORK. AND COMMUNITY

Grades K-3

Main Idea: The history of baseball—with its traditions, values, and associated memories that are passed down from generation to generation—is a powerful way to tell the stories of various communities in America.

As America’s national game, baseball inspires intergenerational bonding, brings neighbors together, and nurtures communities. Baseball is not just about the star players; the little-known players, fans, and supporting communities are all part of the story of baseball—and of American life and culture.

By connecting players and fans from all walks of life, baseball teaches us an important lesson about diversity within our communities. A major league team brings together 40 players with different backgrounds and sets of skills. A team cannot win with 40 pitchers. Each player has to bring something unique to the game. In the same way, our communities are stronger because of their diversity. The game of baseball helps us see what can be accomplished through teamwork, sportsmanship, cooperation, and fair play. These are lessons that apply both on the sports field and off.

The following lesson plans, ideally combined with a visit to the exhibition *Chasing Dreams*, introduce the many meanings of the word “community,” asking questions such as: How are we members of different communities? What role do communities have in our lives? How can we learn about our communities? Through stories, art projects, role-playing, and group explorations, students will gain a deeper understanding of what it means to be part of a class, a team, and a community.

Objectives:

- Understand the meanings of the word “community”
- Identify communities to which students belong
- Describe the different roles people play in their families, schools, and communities
- Recognize the similarities between teams and communities
- Recognize diversity as a source of strength on a sports team as well as in community
- Reflect on the importance of good sportsmanship

Unit I, Lesson 1: Introductory Lesson – My Team

Social Studies (history, community-building), ELA, Art

(Recommended as a pre-visit lesson)

Context:

This lesson introduces some of the key ideas of the unit and serves as an introduction to the exhibition. We recommend you begin with this lesson—either as a pre-visit activity or simply to kick off your unit.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.W.2, W.4, SL.1, SL.2, L.1
 PA Standards [*Subject Area/Standard Area/Standard*]: 5.1.A-E; 5.2.A; 5.4.B; 8.4.D; 16.2.A-B
 NJ Standards [*Content Area/Standard/Strand*]: 1.4.A; 6.1.A; 6.1.D

Learning Outcomes:

- Students understand what it means to be part of a team
- Students come to appreciate the importance of diversity within a team
- Students develop close-looking and observational skills

Time: One class session (45-60 minutes)

Materials:

- Primary Resource 1: *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866*; and image of modern baseball team in action (See *Appendix A*)
- Worksheet 1-1: Team-Member Profile (See *Appendix B*)
- Art supplies
- For Grades K-1: A book about teamwork (see suggestions in “Procedure” below)

Procedure:

1. **Image analysis:** Show students the picture titled *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866* (Primary Resource 1). If possible, project the image for the whole class to see; otherwise, reproduce and distribute copies of it for the students to view.

Encourage students to look closely at the image. Begin with **general observations** before drawing any conclusions about what students think is going on in the picture or what the image means.

Ask:

- What do you see? Describe what some of the people are doing.
- Where and when do you think this scene is taking place? What do you see that makes you say that?
- What is the mood of the picture? What feelings does it give you?
- What do you think is going on here? Try to tell the story of this picture.

Show students the image of a modern baseball team in action (also in Primary Resource 1). Ask students to compare the two images. What’s different? What’s the same?

2. **Discussion:**

Segue to a discussion of baseball and the experience of attending a game:

- Have you ever played baseball?
- Have you ever been to a baseball game? What was it like?
- Describe some of the things you saw, heard, did, or smelled.
- Did you like it? Why or why not?

Return to the first image from 1866 and discuss the various roles and activities depicted in the picture:

- What are some of the jobs you see being performed here? [Answers might include: umpire, score-keeper, player, coach, etc.] What different roles do the different players play? [pitcher, catcher, batter, fielder, runner, etc.]
- What about the people who aren’t playing? What are some of the things they’re doing? [for example, watching the game, cheering, socializing, arguing, keeping score, coaching, umpiring]
- What other jobs might there be at a baseball game that you don’t see here? [perhaps selling tickets, selling food or memorabilia, keeping the grounds, etc.]
- What other roles would you add if you could?

Conclude:

- Discuss the fact that on a team, everyone has a role to play, and that the team can only be successful if everyone contributes. This does not only apply to sports teams: In any group or community, you have many people doing different jobs in order to contribute to the whole. (Of course, everyone should be contributing positively. If students haven't noticed it already, point out the two men fighting in the lower left-hand portion of the picture. Discuss how this type of negative contribution can detract from the experience.)
3. Have students think about what they each contribute to your classroom "team." Some students might be good at cleaning up; others might be good listeners, active participators, or helpful mentors to other students. Also ask them to think about new roles that they might want to have in the classroom. The focus should not be merely on the individual's personal attributes, but on what he or she contributes to the "team."
 4. **Create a team roster or class "hall of fame."** Have each student complete a "team-member profile" ([Worksheet 1-1](#)). He or she can draw a self-portrait (or attach a photo), describe him or herself, explain what qualities he or she brings to the team, and then decorate the page. Display the profiles prominently in the classroom to show how your class is made up of individuals who all contribute something unique to the whole. You might also want to work together to come up with a name and motto for your class "team."
 5. Grades 2-3: Conclude with a discussion about the class team. Why is it important to have a "team"? What does our team give us? What other "teams" do we belong to?
 6. Grades K-1: Read a book that demonstrates the idea of teams or teamwork. One good option is *The Giant Carrot* by Jan Peck (New York: Dial Books for Young Readers, 1998), in which the characters all contribute the growth of the eponymous carrot plant, all help with the harvest, and all are able to reap the reward. The book is a retelling of an old Russian folktale called "The Turnip." Several other versions of the tale appear in picture-book form, including *The Enormous Turnip* by Kathy Parkinson and *The Great Big Enormous Turnip*, illustrated by Helen Oxenbury. Conclude with a discussion about the concept of teams: Why is it important to have a "team"? What other "teams" do we belong to?



Primary Resource 1

About the Image

This 1866 print shows the Philadelphia Athletics and the Brooklyn Atlantics during a game in the Athletics field at Fifteenth Street and Columbia Avenue in Philadelphia. The Brooklyn Atlantics are in the outfield, and an Athletics player positions himself to receive a pitch. In the foreground, two men sit at a table on the sidelines, three sit on chairs and other spectators watch the game, engage in fights, or keep score. In the left background, a low stand crowded with spectators is visible. The park is fenced and surrounded by trees. The names of each player and the umpire, and inning scores are included near the title. Formed in 1860 by James N. Kerns, the Philadelphia Athletics helped establish the National Association of Professional Baseball Players (NA) in 1871.

Unit I, Lesson 2: My Community

(Recommended for grades 2-3)

Social Studies (community-building, social skills), ELA

Context:

A team-based model of group dynamics applies to communities as well as classes and sports teams. Picking up from the previous lesson, students explore the diverse role and responsibilities of the individuals who make up their school or neighborhood community.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.W.2, W.4, W.7, SL.1, SL.4, SL.5, L.3
PA Standards [*Subject Area/Standard Area/Standard*]: 5.1.A-E; 8.4.D; 16.2.A-B
NJ Standards [*Content Area/Standard/Strand*]: 6.1.B; 6.1.D

Time: One class session (45-60 minutes) + homework

Materials:

- [Primary Resource 2](#): Little League Championship bat from Levittown
- [Primary Resource 1](#): Modern baseball team in action (*See Appendix A*)
- Poster board and basic art supplies

Learning Outcomes:

- Students make a connection between teams and communities
- Students understand the role of various members of a community
- Students broaden their social experience beyond the classroom

Procedure:

1. Show students a photograph of the Little League Championship bat from Levittown (Primary Resource 2). Levittown, Pennsylvania won the Little League World Series in 1960, and the whole team inscribed their names on this bat. Ask students what they see. Then discuss:
 - Why do you think the whole team signed the bat?
 - What does this say about their idea of a team?
 - How do we support our teammates?

Remind students of the conversation you had at the beginning of the unit about teams and teamwork. Introduce the term “community” and discuss its meaning. Just like a team, a community is made up of different people, each of whom contributes something to the group’s success. A community needs to have all the members working together, each contributing in his or her own way and supporting each other.

2. Ask students to think about the different communities they belong to (family, school, neighborhood, sport team, American, etc.). Make a list.
3. Invite students to think about all the people who contribute to the functioning of your school or neighborhood community. Make a list based on students’ suggestions. Responses might include the principal, the janitor, the sports coach, the secretary, the crossing guard, the bus driver, the local shop owner, etc.
4. **Interview assignment:** Once the list is complete (or complete enough), assign one pair of students to each person on the list. The pair will interview the person to find out more about what he or she does and the role he or she plays in the community. Help students develop a list of interview questions to ask their subject.
5. After they conduct their interviews, students will create presentations about their subjects. In addition to creating a poster with pictures and text, each pair will give an oral presentation to the rest of the class about the community member they interviewed.
6. A display of these community team-members can go up on the wall alongside the profiles of classroom team-members.
7. Return to the comparison between a baseball team and a family, school, or neighborhood community. Show students the image of a modern baseball team in action again ([Primary Resource 1](#)). Have students re-examine the image, discussing how each player brings a unique skill or talent to the game—just as each community member brings something special to his or her community.

Unit I, Lesson 3: Be a Good Sport

Social Studies (History, social skills), Drama

Context:

Baseball is not only about speed, strength, and skill; it's about playing fair, treating others with respect, and being part of a team. Baseball—and sports in general—has a lot to teach us about our behavior both on and off the field.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.1, R.2, R.3, SL.1, SL.2
PA Standards [*Subject Area/Standard Area/Standard*]: 5.1.A-D; 5.2.B-D; 5.4.A-B; 8.3.A; 16.2.A,C,D; 16.3.A-B
NJ Standards [*Content Area/Standard/Strand*]: 2.5.C; 6.1.A; 6.1.B; 6.1.D

Materials:

- [Primary Resource 3](#): Images of Jackie Robinson and Hank Greenberg (*See Appendix A*)
- [Worksheet 1-2](#): Sportsmanship Scenarios (*See Appendix B*)
- Books about Robinson, Greenberg and/or sportsmanship more broadly (see suggestions in “Procedure” below)

Learning Outcomes:

- Students reflect on the importance of good sportsmanship
- Students “try out” various behaviors reflecting good and bad sportsmanship
- Students make a connection between their own behavior and the actions of historical figures.

Time: One class session (45-60 minutes)

Procedure:

1. Ask students if they know of any famous athletes and discuss:
 - What do you know about these athletes?
 - Why are they famous? Is it just because they are good at sports?
2. “Introduce” Jackie Robinson and Hank Greenberg to the students. (If your students visited the exhibition *Chasing Dreams*, they will have heard of Jackie Robinson and Hank Greenberg.) Explain that these men were great athletes, but that they were also famous for the ways they behaved on and off the field. Show students Robinson’s and/or Greenberg’s pictures (Primary Resource 3).
3. Read one or more of the following books to your students and discuss the questions below:
 - *When Jackie and Hank Met* by Cathy Goldberg Fishman, illustrated by Mark Elliott. New York: Marshall Cavendish Children, 2012.
 - What did Jackie and Hank have in common? What challenges did they each face?
 - What words would you use to describe the way both Hank and Jackie treated other people—on and off the field?
 - What happened when Jackie and Hank met? How did they act toward each other?
 - In talking about Hank, Jackie says, “Class tells. It sticks out all over Mr. Greenberg.” What do you think he meant?
 - The last sentence of the book says: “Jackie Robinson and Hank Greenberg were not only baseball heroes—but heroes for the rights of people everywhere.” What do these words mean to you?
 - *Hammerin’ Hank: The Story of Hank Greenberg*, by Yona Zeldis McDonough, illustrated by Malcah Zeldis. New York: Walker & Co., 2006. [*Please Note: This book contains a brief mention of antisemitism, including some of the ethnic slurs hurled at Greenberg early in his career. If you do not feel this is appropriate for your students, you may choose to skip this section or not use the book at all. Please preview the material before reading to your students.*]

- What challenges did Hank face? How did he overcome them?
 - How did Hank feel when he failed to break Babe Ruth’s home-run record?
 - What happened when Hank met Jackie Robinson? How does their meeting show good sportsmanship?
 - Why was Hank so supportive of Jackie?
- For Grades K-1: ***Winners Never Quit*** by Mia Hamm (New York: Harper Collins, 2004.)
 - Why did Mia want to continue playing soccer in the middle of the story?
 - Why did she decide to keep playing in the end?
 - What lesson did she learn?
 - Have you ever felt like Mia did? How did you handle the situation? What did you do?

Segue to the idea of “sportsmanship”:

- What does it mean to “be a good sport?” Is it the same as being “good at sports”? What’s the difference?
 - What are some examples of good sportsmanship? What are some examples of bad sportsmanship? You might list these examples on the board.
 - Why is it important to show good sportsmanship?
 - Have you ever been the victim of bad sportsmanship? What happened? How did it make you feel?
4. **Acting out baseball scenarios:** Divide the students into pairs. Give each pair a scenario to act out. (See Worksheet 1-2 for scenarios—or create your own.) You may want to give each scenario to two different pairs, having one pair act out an example of bad sportsmanship and the other pair act out good sportsmanship. Give the pairs a few minutes to prepare their scenes.
 5. Invite the pairs to present their scenes to the rest of the class, and have the class vote on whether they think each scene is depicting an example of good or bad sportsmanship.
 6. Relate the concept of sportsmanship on the field to our behavior off the field. Discuss:
 - Can you be a good (or bad) sport even when you’re not playing sports?
 - Can you think of any situations in the classroom or on the playground when someone might show bad or good sportsmanship?
 - How is teamwork connected to the idea of sportsmanship? Can you show good sportsmanship if you’re not showing good teamwork?
 7. Create a list of good-sport behaviors that students should follow all the time—both on and off the court. Post the list prominently in the classroom.

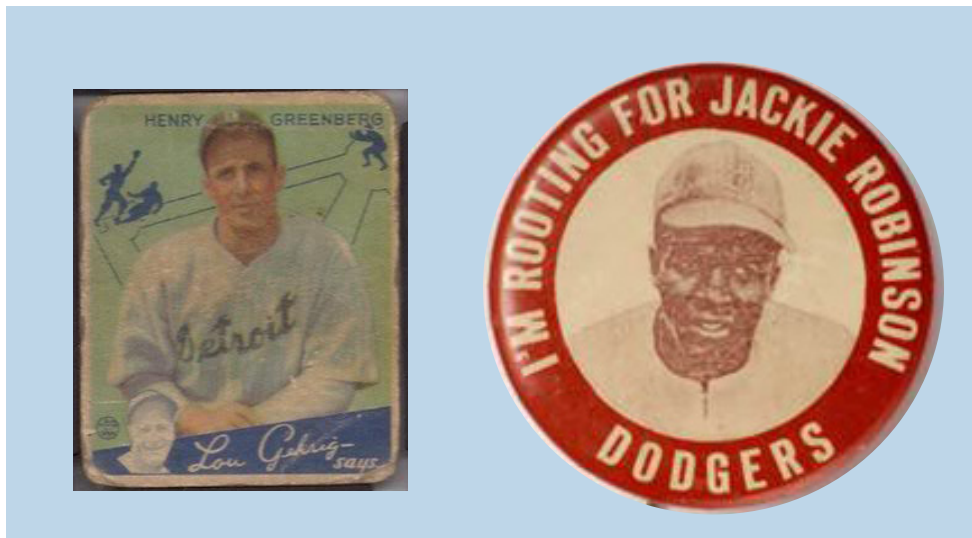
Hank Greenberg and Jackie Robinson:

Henry Benjamin “Hank” Greenberg (1911-1986) was one of Major League Baseball’s first Jewish super stars. Greenberg played first base for the Detroit Tigers, where he became known for his power hitting. A five-time All-Star and two-time MVP, Greenberg was admired for his conduct both on and off the field. Greenberg faced antisemitism early in his career, but remained positive and hardworking, becoming a hero for Jews and non-Jews alike. After the bombing of Pearl Harbor, Greenberg became the first Major League player to volunteer for military service.

Jack Roosevelt “Jackie” Robinson (1919-1972) was born in Cairo, Georgia. A highly gifted athlete, Robinson lettered in four sports at UCLA, even winning the NCAA championship in long jump. After playing professional football and serving in the army, Robinson pursued a baseball career with the Negro League Kansas City Monarchs. In the mid-1940s, Branch Rickey, the General Manager of the Brooklyn Dodgers, approached Robinson about playing for the Dodgers. Rickey believed Robinson had not only the talent to succeed in the Major Leagues but also the integrity and inner strength to survive the challenges of being the first African American player to break the color barrier. Robinson went on to become a superstar for the Dodgers and a Civil Rights activist throughout his life.

Sample Sportsmanship Scenarios (See Worksheet 1-2)

1. You're super-excited because your team just won a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?
2. You're depressed because your team just lost a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?
3. It's a close game and there's not much time left. A member of the other team goes up for a shot, but you block the shot and recover the ball. You pass to a teammate who drives and scores at the other end. But wait—the ref calls a foul on you! You know you didn't touch the other player – it was a clean block. What do you do? How do you react?
4. You're open in the end-zone and your friend throws you the perfect spiral pass. You dive to make the catch, but the ball hits the ground a split second before you grab it. It's an incomplete pass. But nobody else saw it hit the ground. They're all congratulating you on an amazing catch. What do you say?
5. You're the best player on the team. Everybody knows that. But the coach has decided to put Sam in the game instead of you, because Sam hasn't gotten much playing time this season. Sam drops a fly ball and grounds out at first. You know you could do a lot better. What do you say to the coach?
6. You come up to the plate and the other team's catcher starts making wise cracks about you. The umpire doesn't hear it, but some of the other players on the opposing team start snickering and laughing along. What do you do?



Primary Resource 3

Unit I, Lesson 4: The Home Team

Social Studies (Geography, Community), Art, Math

Context:

Local sports teams can be powerful focal points for a community, offering a rallying point for civic pride, spirit, and morale. Tracking a local team over the course of a season also provides ample opportunity for relevant math and social studies explorations.

Standards:

Common Core Anchor Standards:
CCSS.ELA-Literacy.W.7, W.8, W.10,
SL.1, SL.2, SL.5

Common Core Mathematical
Practice Standards:
CCSS.Math.Practice.MP.1, MP.4,
MP.5

PA Standards [*Subject Area/
Standard Area/Standard*]:

2.1; 2.2; 2.5; 2.6; 7.1.A

NJ Standards [*Content Area/
Standard/Strand*]: 1.1.D; 6.1.B

Time: Ongoing

Materials:

- [Primary Resource 4](#): Baseball Uniforms (*See Appendix A*)
- General classroom materials and art supplies

Learning Outcomes:

- Students translate their interest in sports to a variety of cross-disciplinary activities
- Students rally around a local team
- Students consider the positive roles athletes and sports teams can play within a community

Procedure:

1. Ask students if they are familiar with some of the local professional sports teams. List the team names and their sports on the board.
2. Explain that you will be choosing one local team for an in-depth team study. You might choose a team by popular vote, asking students to make a case for why their team should be chosen. You may ask:
 - What do you like about these particular teams? Is it just about the win-loss record? the uniforms? the personalities of the players?
 - What does the team contribute to the community?
 Make sure to choose a team that plays a sport that is currently in season.
3. Once a team is chosen, your team study will be ongoing throughout the season and will include many different elements. Here are some of the elements you might include:
 - Keep track of the team's record, and chart their wins and losses after each game. [*Math*]
 - Over the course of the following weeks, follow the activities of the team in the local papers and bring in any stories about the team's (or individual players') contributions to the broader community. Discuss with the students:
 - How are the players helping to make the local community a better place?
 - How are they "giving back" to the fans?
 - What are the responsibilities of a sports team to its city or fans?
 If there are negative stories in the news, you might opt to bring those in as well for discussion. [*Social Studies*]
 - Map the team's travels. Place pins on a large map of the country to mark each stop on the team's road itinerary. Log the total number of miles traveled as well. You may even choose to learn a little bit about each city the team visits. [*Geography, Math*]
 - Invite students to redesign the team's uniforms. What colors do they like? What designs or symbols would best represent the team? Students should consider what is practical for playing as well as what looks good. Show students some uniforms from various periods for inspiration (Primary Resource 4), and discuss what they like or don't like about the different uniforms. You can learn all about the history of baseball uniforms at http://exhibits.baseballhalloffame.org/dressed_to_the_nines/introduction.htm. [*Art*]
 - Consider writing to the team, telling them about your study and inviting one of the players to come and talk to your class. You might be surprised by their willingness to be a part of the project. [*Social Studies*]

Unit I, Lesson 5: Take Me Out to the Ball Game

Social Studies, ELA, Art

Context:

The exciting sights and sounds of the ball park offer a great opportunity for student expression through art, writing, or dramatic play.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.1, R.2, R.5, SL.1, SL.2, SL.4, L.3
PA Standards [*Subject Area/Standard Area/Standard*]: 16.2.A; 16.3.B
NJ Standards [*Content Area/Standard/Strand*]: 1.3.D; 2.1.D

Learning Outcomes:

- Students participate in a community-based event
- Students observe their surroundings and assimilate new experiences
- Students express themselves through writing, art, and dramatic play

Time: One full day

Materials:

- Primary Resource 1: *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866* (See Appendix A)
- Primary Resource 5: Sheet Music for *Take Me Out to the Ball Game* (See Appendix A)
- Worksheet 1-3: Ball Park Checklist (See Appendix B)
- Book: *Take Me Out to the Ballgame*, text by Jack Norworth, illustrated by Alec Gillman. New York: Four Winds Press, 1993.
- Basic classroom art supplies

Procedure:

1. Arrange to bring your students on a field trip to a baseball game. It doesn't have to be a big-league game; in fact a minor league game would probably be cheaper, easier, and less overwhelming for your students (and chaperones).
2. Read the book *Take Me Out to the Ballgame* (text by Jack Norworth, illustrated by Alec Gillman. New York: Four Winds Press, 1993) to students. The text of the book is taken from the lyrics of the famous song.
Discuss:
 - What are some of the things you see happening in the illustrations? What do you think these scenes might sound or smell like?
 - Which of these things do you think you might see/hear/smell when you go to a game?
 - Which wouldn't you see/hear/smell? Why?
3. Explain that the book illustrates the lyrics to a classic song of the same name. Show students an image of the sheet music for the song (Primary Resource 5). The lyrics were written by songwriter Jack Norworth in 1908. Students may be surprised to learn that the song is actually about a girl who loved baseball. Read the full lyrics to the students and explain any difficult terms. At the time, it was surprising for a girl to love baseball. Discuss:
 - Have things changed? Is it OK for a girl to love sports and root for her team today?
 - Play the song for students and teach the chorus to them (you may want to sing it again later when you're at the game).
4. Revisit the picture *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866*, which students viewed at the beginning of the unit (Primary Resource 1). Discuss:
 - Do you think your experience at a baseball game will be like what is shown in the picture? Why or why not?
 - What will be similar? What will be different?

5. Review the ballpark checklist with the students (Worksheet 1-3).
6. Prepare for the trip: Before you go, discuss what the students expect to see and hear at the game. Also, make sure students understand how to behave on the trip before you go. Even a minor league stadium can be a busy, overwhelming setting, and students will be in a public place with lots of strangers.
7. **At the Stadium:** Have students fill out the ballpark checklist.
8. Once back in the classroom, discuss the experience:
 - What did you like most about the trip?
 - What didn't you like? Why?
 - What were other favorite things you saw? heard? smelled?
 - How did it feel to be at the game?
 - What would you add to the game experience if you could?
9. **Options:** Use one or more of the following activities to help your students reflect on the experience:
 - Make a mural – On a large piece of butcher paper, have students draw and color scenes from their trip; or print out photos taken at the game (by the teacher and/or students) and have students use them to create a collage of their experience.
 - Group poem – Ask students to share specific words that describe their visit to the ballpark and put them together to create a poem evoking the experience.
 - Report on the game – Have each student write a newspaper report on the game and publish a class “sports section.”
 - Charades – Have students silently act out things they saw at the game and see if others can guess what they're acting out.

Take Me Out to the Ball Game (Full Lyrics)

Katie Casey was base ball mad,
 Had the fever and had it bad;
 Just to root for the home town crew,
 Ev'ry sou Katie blew.
 On a Saturday, her young beau
 Called to see if she'd like to go,
 To see a show but Miss Kate said,
 “No, I'll tell you what you can do.”

“Take me out to the ball game,
 Take me out with the crowd.
 Buy me some peanuts and cracker jack,
 I don't care if I never get back,
 Let me root, root, root for the home team,
 If they don't win it's a shame.
 For it's one, two, three strikes, you're out,
 At the old ball game.”

Katie Casey saw all the games,
 Knew the players by their first names;
 Told the umpire he was wrong,
 All along good and strong.
 When the score was just two to two,
 Katie Casey knew what to do,
 Just to cheer up the boys she knew,
 She made the gang sing this song:

“Take me out to the ball game,
 Take me out with the crowd.
 Buy me some peanuts and cracker jack,
 I don't care if I never get back,
 Let me root, root, root for the home team,
 If they don't win it's a shame.
 For it's one, two, three strikes, you're out,
 At the old ball game.”

UNIT II

The Four Sides of a Baseball Diamond IDENTITY, DIVERSITY, INTEGRATION AND COMMUNITY

Grades 4-7

Main Idea: For new immigrants and diverse ethnic groups, baseball served as a way to overcome social challenges and identify as American.

Since its advent in the 19th century, baseball has been part of the fabric of American life and has embodied the American spirit. Immigrants and their descendants saw baseball as a pathway for understanding American values, culture, and behaviors. Baseball also served as a way for members of diverse ethnic and racial groups, who often faced legal and social barriers, to identify as American.

The following lesson plans (ideally combined with a visit to the exhibition *Chasing Dreams*) introduce terms such as “identity,” “diversity,” and “community,” and highlight the experiences of Jewish and non-Jewish immigrants as well as African Americans, whose fascination with baseball shaped their lives. The materials also explore the role baseball has played in challenging world-views of racism and discrimination, and in shaping American society. Eventually, students will learn to recognize diversity as a source of strength and connection on a sports team as well as in a community.

Objectives:

- Explore questions of personal identity
- Understand diversity as the inclusion of different types of people in a group
- Consider the influence of role models and learn more about students’ own role models
- Reflect on changes in technology and the impacts over time
- Write for different audiences and different types of media
- Analyze and evaluate primary and secondary source documents



Primary Resource 1

About the Image

This 1866 print shows the Philadelphia Athletics and the Brooklyn Atlantics during a game in the Athletics field at Fifteenth Street and Columbia Avenue in Philadelphia. The Brooklyn Atlantics are in the outfield, and an Athletics player positions himself to receive a pitch. In the foreground, two men sit at a table on the sidelines, three sit on chairs and other spectators watch the game, engage in fights, or keep score. In the left background, a low stand crowded with spectators is visible. The park is fenced and surrounded by trees. The names of each player and the umpire, and inning scores are included near the title. Formed in 1860 by James N. Kerns, the Philadelphia Athletics helped establish the National Association of Professional Baseball Players (NA) in 1871.

Unit II, Lesson 1: Introductory Lesson – Baseball and Becoming American

Social Studies (American History, Immigration, Jewish History), ELA

Context:

This lesson introduces some of the key ideas of the unit and serves as an introduction to the exhibition for those classes planning to visit. We recommend you begin with this lesson—either as a pre-visit activity or simply to kick off your unit.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.1, R.4, R.7, W.2, W.4, SL.1, SL.2, SL.4, L.1, L.3
PA Standards [*Subject Area/Standard Area/Standard*]: 8.1.B; 8.3.B; 8.3.D
NJ Standards [*Content Area/Standard/Strand*]: 6.1.A; 6.1.D

Time: One class session (45-60 minutes)

Materials:

- [Primary Resource 1](#): *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866* (See [Appendix A](#))
- [Primary Resource 6](#): “The Fundamentals of the Base-Ball ‘Game’ Described for Non-Sports Fans,” from the *Jewish Daily Forward*, August 27, 1909, p.4 (See [Appendix A](#))
- [Worksheet 2-1](#): Image Analysis Worksheet (See [Appendix B](#))

Learning Outcomes:

- Students examine the role of baseball in immigration history
- Students consider the experience of being an immigrant
- Students develop their close-looking and observational skills

Procedure:

1. Show students the picture called *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866* (Primary Resource 1). If possible, project the image for the whole class to see; otherwise, reproduce and distribute copies of it for the students to view.
 2. Encourage students to look closely at the image. Have students fill out the Image Analysis Worksheet ([Worksheet 2-1](#)). Discuss:
 - What do you see? Describe what some of the people are doing.
 - Where and when do you think this scene is taking place? What do you see that makes you say that?
 - What is the mood of the picture? What feelings does it give you?
 - What do you think is going on here? Try to tell the story of this picture.
 - What is not shown in this image? [for example, young fans who could not pay for the ticket and therefore waited outside the field Share this example with your students and ask them to imagine what else might be part of the story.]
 - Have you ever seen a baseball game? What was the experience like?
- Segue to a discussion of the symbolism of baseball:
- Baseball is sometimes called our national pastime, or “America’s game.” What does that mean?
 - What makes baseball American? Does baseball represent “America” to you? What are other symbols that you associate with America

America’s Game

Although based on earlier games played with a bat and ball, baseball evolved on American soil and developed as the country developed. Already by the time of the Civil War, baseball (in various forms) was popular throughout the land. By the 20th century, its popularity only grew. Baseball was recreation, entertainment, and big business. It became a common language and culture for the diverse melting pot of American society, bringing together families, communities, and strangers in displays of civic pride and friendly competition. Over the years, baseball has been a mirror of American society, reflecting the best (and sometimes the worst) America has to offer. For many immigrants to this country, baseball has represented the idea of becoming American. By participating in the national pastime—playing it, going to games, following the teams—immigrants and their children could become a part of the national conversation.

3. Show students the diagram depicted in the article called “The Fundamentals of the Base-Ball ‘Game’ Described for Non-Sports Fans,” from the *Jewish Daily Forward*, August 27, 1909, p.4 (Primary Resource 6). (The *Forward* was the preeminent Yiddish language newspaper in New York in the early 20th century.)

Ask students what they notice about the image. What do they think the picture represents? Encourage them to take guesses, and collect their answers. Then explain that it is a diagram published more than a hundred years ago explaining baseball for Jewish immigrants who were not familiar with the game. Share an excerpt from the article:

UPTOWN, ON 9TH Avenue and 155th Street is the famous field known as the “Polo Grounds.” Every afternoon, 20 to 35 thousand people get together there. Entrance costs from 50 cents to a dollar and a half. Thousands of poor boys and older people go without some of their usual needs in order to pay for tickets. Professional teams play baseball there and the tens of thousands of fans who sit in row after row of seats all around the stadium, go nuts with enthusiasm. They jump, they scream, they simply go wild when one of “their” players does well or, they are pained or upset when they don’t succeed.

To us immigrants, this all seems crazy however, it’s worthwhile to understand what kind of craziness it is. If an entire nation is crazy over something, it’s not too much to ask to try and understand what it means.

Discuss:

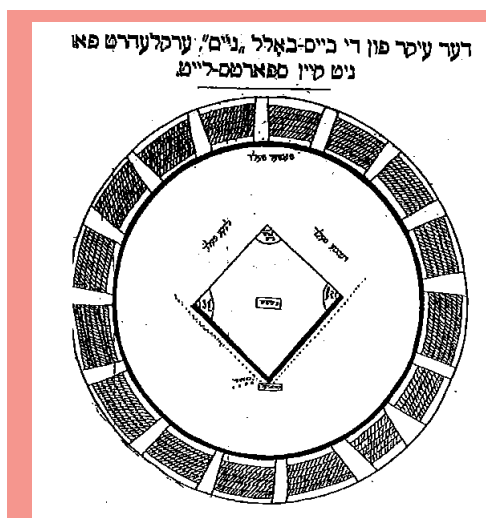
- Why do you think a Jewish newspaper felt it was important to explain baseball to its immigrant readers?
- What do you think baseball represented to the newcomers?

4. **Introduce the assignment to students:**

Imagine someone has come to your school from a different country. Everything you do is new to this person. Choose one activity or event in your culture that you think it would be important for this person to understand, and write a short essay explaining it to him or her. Examples might include American Halloween customs or local playground games and activities. Be as specific as possible in describing all the details and what the newcomer should know.

Afterward, share and discuss:

- Why did you choose this event or activity? Why did you think it would be important for the newcomer to understand this particular aspect of life here?
- Do you think your description will give the person all the info they need? Are there some things you can’t get from a written description?
- What must it be like to come to a new land where you don’t speak the language or understand the customs and culture? What would you do if you were in that situation?
- Revisit the question: Why do you think baseball has been important to so many immigrants?



“The Fundamentals of the Base-Ball ‘Game’ Described for Non-Sports Fans,” from the Jewish Daily Forward, August 27 1909

Unit II, Lesson 2: Immigration and Assimilation

Social Studies (American History, Immigration, Jewish History), ELA

Context:

In this lesson, students continue to explore what baseball has meant to immigrants and how immigrants have often struggled to “become American.”

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.1, R.2, R.4, R.6, R.8, W.2, W.4, W.9, SL.1, L.1, L.2, L.3
PA Standards [*Subject Area/Standard Area/Standard*]: 8.1.B; 8.3.B; 8.3.D
NJ Standards [*Content Area/Standard/Strand*]: 6.1.A; 6.1.D

Materials:

- [Primary Resource 7](#): Excerpt from The *Forverts*, August 6, 1903 No. 2027 Vol VII p.4 (See [Appendix A](#))
- [Primary Resource 8](#): Sample letters from *A Bintel Brief* (See [Appendix A](#))
- [Worksheet 2-2](#): Should Children Play Baseball (See [Appendix B](#))

Learning Outcomes:

- Students consider the challenges faced by immigrants
- Students examine and respond to primary texts
- Students practice working in small groups with others

Time: One class session (45-60 minutes)

Procedure:

1. Have students read the excerpt from the *Jewish Daily Forward* (or *Forverts*). The *Forward* was the preeminent Yiddish language newspaper in New York in the early 20th century. The excerpt includes a letter from a concerned immigrant parent and the response of Abraham Cahan, the editor of the *Forward*. You can ask students to read it quietly to themselves, out loud in pairs, or together as a class. Then have students respond to the questions on [Worksheet 2-2](#), either in writing or through discussion.
2. Have students share their responses; then discuss further:
 - What does this article tell you about the kinds of issues immigrants had to face in this country?
 - How does this article relate to the idea of acculturation? [Explain what acculturation is if students aren't familiar with the term.] Why might acculturation be considered a good thing or a bad thing?
 - What other kinds of conflicts do you think immigrants faced?
3. Explain that the *Forward* was known for this popular feature, called the *Bintel Brief* (literally, “a bundle of letters”). Readers would write to the newspaper to ask advice and the paper would print helpful responses. Often the letters dealt with issues of acculturation, assimilation, and adapting to life in America.
4. **Assignment:** Give each pair of students another letter from the *Bintel Brief* to read (Primary Resource 8). Ask each pair to write a response to the question or issue raised in the letter. Share and discuss:
 - What was the issue here?
 - Why did you respond this way?
 - Do you think immigrants today face similar conflicts? Why or why not? What other kinds of conflicts might immigrants face today?
5. Share the *Forwards'* actual responses to the letters and discuss how the students' responses were similar or different.

Unit II, Lesson 3: Identity and Diversity

Social Studies (American History, Cultural Diversity), ELA, Art

Context:

As “America’s game,” baseball has always reflected the diversity of American society. The game brings together players with different identities and different perspectives on the world. In this lesson, students explore their own unique identities, express the many facets of their identities visually, and reflect on the power and significance of diversity within a larger group.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.7, R.10, W.2, W.4, W.7, SL.1, SL.2, SL.4, L.1
PA Standards [*Subject Area/Standard Area/Standard*]: 8.1.B; 8.3.A; 9.1.B; 9.1.H
NJ Standards [*Content Area/Standard/Strand*]: 1.4.A; 1.3.D; 6.1.D

Time: Two class sessions (45-60 minutes each) + homework

Materials:

- [Primary Resource 9](#): Images of players (See *Appendix A*)
- Research materials relating to players who are highlighted in the exhibition (see list below)
- Art supplies, including old magazines, glue, markers, and poster-board

Learning Outcomes:

- Students reflect on their own identities
- Students consider the significance of diversity in their classroom
- Students conduct historical research

Procedure:

1. Ask each student to select a player who is highlighted in the exhibition (such as Roberto Clemente, Tiby Eisen, Hank Greenberg, Joe DiMaggio, Justine Siegal, Sandy Koufax, or Jackie Robinson) and investigate him or her further ([Primary Resource 9](#)). You can provide the research materials, bring students to the library or computer lab to conduct their research, or assign the research for homework. Students’ research should try to answer the following questions:
 - When/where did this person play?
 - Where is he or she from?
 - What is this person known for?
 - What can you say about this person’s life and activities outside of baseball?
 - What was important to this person besides playing baseball?
2. Have students present their findings to the rest of the class. Point out the diversity of the individuals profiled and discuss the aspects of their lives and identities that make them unique – for example, Roberto Clemente was an advocate for the Hispanic community, Justine Siegal started an organization to encourage girls and women to play baseball, Joe DiMaggio was the first Italian superstar, Jackie Robinson was a civil rights leader, etc. Although they were all baseball players, each brought his or her own identity to the game. Similarly, while all the members of your class have some things in common, everyone in the room also has a unique identity.
3. **Students’ identities:** Ask students to think about their own identities and the various elements that make up a person’s identity—such as one’s culture, nationality, interests, affiliations, job, etc. It may be helpful to start by sharing what you see as the parts of your own identity (for example, I am a teacher, a parent, a dancer, a Hispanic person). Then give students some time on their own to come up with lists that reflect the many facets of their identities.
4. Next, have each student create a visual representation of his or her identity. One option is to have students create identity collages. Using their lists as a guide, students can cut words and images out of magazines and combine them to reflect their various identities.

5. Have students share their collages. Point out the commonalities as well as differences among students. You might ask students to find others who share some identity characteristics with them. Alternatively, you might present some of the collages anonymously and have students try to guess who created them.
6. **Class diversity (the combined identities of the class):** Students will create a group “wordle” representing the many identities that comprise their class. Wordle.net is a website that builds visual word-clouds from simple texts. Students can enter words from their lists and manipulate the design to create a unique work of art that captures the combined identities of the class. (Wordle adjusts the size of each word based on the number of times it appears in the text, so students can highlight the most important words by entering them multiple times.)
7. Finally, discuss the concepts of diversity and identity. For example:
 - We can see that while we all have some things in common, we’re also a diverse group in other ways. Is diversity a good thing? Why or why not?
 - What kinds of challenges can diversity create? How can we deal with such challenges?
 - Have you ever been excluded or treated differently because of some part of your identity?
 - Have you ever felt the need to hide part of your identity? Why? How did that feel?
8. Summarize by emphasizing that the diversity of a classroom, community, or sports team is what makes it strong. Everyone brings something different to the larger group. In a baseball team, everyone contributes to helping the team win, and in the same way, your classroom is stronger because of its diversity..



Tiby Eisen

Thelma “Tiby” Eisen (b. 1922) was a natural athlete. Eisen briefly played football for a short-lived professional women’s league before trying out for the All-American Girls Professional Baseball League in 1943. She became a stand-out center-fielder for the League and its only Jewish superstar. Years later, Eisen worked to preserve the legacy of the AAGPBL. She noted, ““We’re trying to record this so we have our place in history . It gets pushed into the background...[just as] women have been pushed into the background forever. If they knew more about our league, perhaps in the future some women will say, ‘Hey, maybe we can do it again.’”

Roberto Clemente

The son of a sugarcane farmer, Roberto Clemente (1934-1972) was born in Carolina, Puerto Rico. He began his Major League career with the Pittsburgh Pirates in 1955. Clemente went on to lead the National League in batting four times during the 1960s, becoming the first Hispanic player to reach 3,000 hits. He was a hero and role model for many Hispanic Americans and a dedicated advocate for minority rights and social justice. Clemente died in a plane crash in 1972, on his way to Nicaragua to deliver supplies to earthquake survivors.

Joe DiMaggio

Giuseppe “Joe” Paolo DiMaggio (1914-1999) was born in Martinez, California, the son of poor Italian immigrants. Driven by a rigorous work ethic, DiMaggio became known for his skill and consistency both at the plate and in center field. During 13 seasons with the Yankees, he helped lead his team to 9 World Series Championships. After DiMaggio’s death in 1999, President Bill Clinton remarked, “This son of Italian immigrants gave every American something to believe in. He became the very symbol of American grace, power and skill.”

Tiby Eisen

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Hank Greenberg

Henry Benjamin “Hank” Greenberg (1911-1986) was one of Major League Baseball’s first Jewish super stars. Greenberg played first base for the Detroit Tigers, where he became known for his power hitting. A five-time All-Star and two-time MVP, Greenberg was admired for his conduct both on and off the field. Greenberg faced anti-Semitism early in his career, but remained positive and hardworking, becoming a hero for Jews and non-Jews alike. After the bombing of Pearl Harbor, Greenberg became the first Major League player to volunteer for military service.

Sandy Koufax

Born in Brooklyn, New York, Sandy Koufax (b. 1935) was primarily a basketball player during his teen years, even attending the University of Cincinnati on a basketball scholarship. But he left college in his sophomore year to pitch for the Brooklyn Dodgers. During the 1960s, Koufax became the most dominant pitcher in the Major Leagues, earning three Cy Young Awards and setting a single-season record for strike-outs with 382. In 1965, Koufax famously sat out the first game of the World Series in observance of Yom Kippur. The Dodgers ultimately went on to win the series in seven games.

Jackie Robinson

Jack Roosevelt “Jackie” Robinson (1919-1972) was born in Cairo, Georgia. A highly gifted athlete, Robinson lettered in four sports at UCLA, even winning the NCAA championship in long jump. After playing professional football and serving in the army, Robinson pursued a baseball career with the Negro League Kansas City Monarchs. In the mid-1940s, Branch Rickey, the General Manager of the Brooklyn Dodgers, approached Robinson about playing for the Dodgers. Rickey believed Robinson had not only the talent to succeed in the Major Leagues but also the integrity and inner strength to survive the challenges of being the first African American player to break the color barrier. Robinson went on to become a superstar for the Dodgers and a Civil Rights activist throughout his life.

Justine Siegal

In 2011, Justine Siegal (b. 1974) threw batting practice for the Cleveland Indians, becoming the first woman to throw batting practice for a Major League team. A women’s sports pioneer, Siegal is also the only woman to have coached men’s professional baseball. Her nonprofit organization, Baseball for All, seeks to provide meaningful opportunities in baseball for women and girls.

Unit II, Lesson 4: Role Models and Heroes

Social Studies (American History, Community), ELA

Context:

Many ball players have become role models and heroes for their communities. What is a role model? What's a hero? How are they different? What are the responsibilities of a role model? Who are your role models? Can you become role models for others? In this lesson, students reflect on these questions and create a role-model hall of fame in their classroom.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.7, R.9, W.4, W.7, W.8, SL.1, SL.2, SL.4, SL.5
PA Standards [*Subject Area/Standard Area/Standard*]: 8.1.B; 8.1.C; 8.3.A; 8.3.B
NJ Standards [*Content Area/Standard/Strand*]: 6.1.D

Materials:

- Primary Resource 10: Hank Greenberg's MVP Award, 1935; Hank Greenberg's Military ID Card, 1944; Poem: "Speaking of Greenberg" (*See Appendix A*)
- Worksheets 2-3, 2-4, and 2-5 (*See Appendix B*)

Learning Outcomes:

- Students reflect on the significance of role models
- Students consider and learn more about their own role models
- Students study and interpret historical artifacts

Time: One class session (45-60 minutes) + homework

Procedure:

1. Introduce Hank Greenberg briefly. You can mention that he was a Jewish baseball player in the 1930s and 1940s who became a superstar and a hero and role model to many.
2. Divide class into three groups. Distribute worksheets and images as follows:
 - Group 1 - an image of Greenberg's MVP award and a copy of Worksheet 2-3
 - Group 2 - an image of Greenberg's Military ID card and Worksheet 2-3
 - Group 3 - the poem "Speaking of Greenberg" and Worksheet 2-4

Ask each group to study their primary resource carefully and try to answer the questions on the worksheet as a group. Each group should appoint one person as secretary to record their answers.

3. Have someone from each group present the group's resource and their interpretation of it. Discuss:
 - What are some things we can say about Greenberg's life and career?
 - Why do you think he became a hero and role model to people? Which of these three aspects of his life (his playing, his military service, or his commitment to his faith) do you think were most important in that regard? Which would be most important to you?
 - Are heroes and role models the same thing? How are they different? [You might want to have students look up the definition of each. In general, a role model is someone you want to be like; a hero is someone you admire for their courage or achievements.] What makes someone a role model?
4. Discuss role models further. Hank Greenberg once said, "After all, I was representing a couple million Jews among a hundred million gentiles and I was always in the spotlight I felt a responsibility." What do you think he meant? What responsibilities does a role model have?
5. Share some of your personal role models and explain why you consider them role models. Then ask students to spend a few minutes to decide on an individual they'd identify as their role model. It could be a family member, someone in their community, a historical figure, a celebrity, etc.
6. For homework, ask students to research their role models. If they've chosen family or community members, they can interview them or talk to others to get more information about them. Then have each student complete the "My Role Model" worksheet (Worksheet 2-5) and decorate it as he or she sees fit.
7. Have students share their worksheets and put them up in the classroom to create a "Role Model Hall of Fame."
8. Suggested closing discussion: How could you be a role model to someone else? How would it feel to be someone else's role model?

Unit II, Lesson 5: Baseball Stats

Math

Context:

There is a lot of math in baseball. Calculating and keeping track of statistics is a very important part of the game. In this lesson, we explore just a few key stats, including batting average and slugging percentage.

Standards:

Common Core Mathematical Practice Standards:
CCSS.Math.Practice.MP.1,
MP.2, MP.4, MP.5

Time: One class session (45-60 minutes)

Materials:

- Primary Resource 11: [Baseball Card] (See Appendix A)
- Worksheet 2-6: Calculating Your Stats. (See Appendix B)
- Dice (two dice for each pair of students)

Learning Outcome:

- Students practice working with addition, subtraction, division, decimals, and percentages
- Students use and create tables and graphs
- Students see that math is used far beyond the classroom – even in sports

Procedure:

1. Show students the back of the baseball card in Primary Resource 11. Explain what the various columns mean (see box below). Then encourage students to examine the data closely. For example, ask:

In which year did he have the most hits? at bats? Home runs? When did he have the least?

When did he have the highest batting average? Lowest?

How is the batting average calculated?

How could you convert the batting average to a percentage?

Singles aren't indicated on the card. How could we figure out the number of singles he hit in a given year?

[Add up the number of doubles, triples, and homeruns and subtract the sum from the number of hits. Have students do the calculation for a particular year.]

What if we wanted to figure out what percentage of his hits were homeruns? How could we calculate that?

[Divide the number of homeruns by the number of hits and multiply by 100. Have students do the calculation.]

2. Explain to students that in this lesson they will be working with their own stats, and that they'll be rolling dice to generate the data. Hand out Worksheet 2-6 and review the directions. Here is how it will work:
 - Students will work in pairs. Each partner will take turns rolling the dice. Each roll of the dice will be one "at bat."
 - The student will start by rolling one die. If he or she rolls a 1 or 2 it's a "hit." If he or she rolls a 3, 4, 5, or 6, it's an "out."
 - If the student gets an out, it is now the other partner's turn to roll. If the student gets a hit, he or she now rolls two dice to determine what type of hit it is.
 - 1-6 is a single
 - 7-9 is a double
 - 10 is a triple
 - 11-12 is a homerun
 - Students will record their stats on the worksheet.
 - Students will take turns rolling until each reached the pre-determined number of "at bats" (50 or 60 is a good number).
3. Once they've finished rolling the dice the requisite number of times, have students tabulate their data and answer the questions on the worksheet. Afterward, have students share their results.
4. For homework, have each student select a major league player to follow over the coming weeks. Each student will keep track of his or her player's stats, recalculating the player's batting average after each game, and finally plotting the batting average on a bar graph over time.

Explain that if you multiply the batting average by 100, you get the percentage of at bats in which the batter got a hit

The batting average is the number of hits divided by the number of at bats. Have students do the calculations for one or two years

Unit II, Lesson 6: Baseball and Radio

Social Studies (American History, Media Studies), ELA

Context:

While the game of baseball has stayed largely the same over the years, the technology surrounding it has changed. Most people used to access baseball games (and other news and events) through radio broadcasts. In this lesson, students can create their own radio programs.

Standards:

Common Core Anchor Standards:
CCSS.ELA-Literacy.R.1, R.2, R.7, W.3, W.4,
W.6, W.8, SL.1, SL.5, SL.6, L.1, L.2, L.3
PA Standards [*Subject Area/Standard Area/Standard*]: 8.1.A
NJ Standards [*Content Area/Standard/Strand*]: 6.1.D

Materials:

- [Primary Resource 1](#): *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866* (See [Appendix A](#))
- [Primary Resource 12](#): Mel Allen Radio Hall of Fame Award (See [Appendix A](#))
- [Primary Resource 13](#): Excerpt from *Wait Till Next Year*, by Doris Kearns Goodwin (See [Appendix A](#))

Learning Outcomes:

- Students reflect on changes in technology and the impacts over time
- Students write for different types of media
- Students explore historical events through the lens of different media

Time: One to two class sessions (45-60 minutes each) + homework

Procedure:

1. Revisit the image students examined at the beginning of the unit, *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866*. Discuss:
 - How is this image similar to what you might see at a baseball game today?
 - What would be different today?
 - How has technology changed?

2. Discuss the fact that the media has changed significantly over the years. At the time of this picture, if you wanted to know what happened at a baseball game (or anywhere else), you'd probably have to go to the game or read about it in a newspaper. There was no TV, no Internet, not even any radio. Later, in the early 20th century, radio became a very important form of communication.

Show students [Primary Resource 12](#). Ask them if they know what it is.

Explain that it is meant to look like an old-fashioned radio—the kind that millions of people had in their homes during the first half of the 20th century. People used radios like this to get news, entertainment, and, of course, baseball broadcasts. But this object is not a real radio. It's an award from the Radio Hall of Fame given to one of the great baseball broadcasters of all time, Mel Allen. You can find out more about Allen and hear some of his broadcasts at <http://www.radiohof.org/sportscasters/melallen.html>.

3. **Optional:** Consider reading the excerpt from *Wait Till Next Year* by Doris Kearns Goodwin ([Primary Resource 13](#)) to your students, or have them read it to themselves. Kearns is a Pulitzer Prize-winning historian and her memoir *Wait Till Next Year* describes her childhood and the love of books and baseball instilled in her by her family. After reading, discuss:
 - What role did the radio play in the author's childhood experience? What might have a similar role in your life today?
 - How was the experience of following baseball or other news different back then?
 - How is a radio broadcast different from a TV or Internet report?
4. Play some vintage radio broadcasts to give students a sense of what these broadcasts sounded like. A selection of old radio broadcasts is available here: <https://archive.org/details/oldtimeradio>.
5. Divide students into pairs. Ask each pair to choose a historical event (if possible, something related to your ongoing history curriculum)—then research it, draft a script, and record a two-minute broadcast.

Ask students to think about the challenges of writing for audio:

- making sure to be clear and descriptive,
- considering the use of sound effects and interviews,
- thinking about what sounds good to the ear.

6. Have students share their broadcasts with the rest of the class.

UNIT III

Breaking Barriers

BASEBALL, CIVIL RIGHTS, AND SOCIAL CHANGE

Grades 8-12

Main Idea: *The breaking of the racial barriers in baseball was a watershed moment for American society and a precursor to the Civil Rights Movement.*

The history of baseball reflects the best and worst of America. Baseball is a symbol of American values, but it has also seen significant challenges, including the struggle for racial integration and equal rights. Racial prejudice, antisemitism, gender discrimination, and cultural stereotyping have all been debated within the game of baseball.

The following lesson plans (ideally combined with a visit to the exhibition *Chasing Dreams*) introduce students to the stories of Baseball Hall of Fame stars like Hank Greenberg, Jackie Robinson, Roberto Clemente, and Joe DiMaggio, who became the new faces of baseball's ethnic diversity while confronting racial prejudice. The materials explain how the involvement of these individuals in baseball served as a crucial indicator of the slow change in American values. A special emphasis is given to the fact that the breaking of the racial barriers on the baseball field preceded the legislative efforts to ensure civil rights and civil liberties for all Americans.

Conveying a message of “people make change,” the unit inspires students to think about the importance of social awareness, courage, imagination, and aspiration in their own lives, and motivates them to apply these ideals to their everyday decisions and actions.

Objectives:

- Understand segregation and integration in baseball within the context of Civil Rights
- Recognize the role of the All-American Girls Professional Baseball League in challenging gender boundaries and changing public opinion about women and sports
- Consider and reflect on ethics and ethical behavior
- Make connections between historical events, contemporary issues, and students' own lives
- Understand the importance of values such as civic courage and social justice, and the role of social movements in raising consciousness and bringing about change
- Learn from visual media while viewing it thoughtfully and critically

Unit III, Lesson 1: Introductory Lesson – Baseball, Racism, and Integration

Social Studies (American History, Civil Rights), ELA

Context:

This lesson introduces some of the key ideas of the unit and serves as an introduction to the exhibition for those classes planning to visit. We recommend you begin with this lesson—either as a pre-visit activity or simply to kick off your unit.

Learning Outcomes:

- Students understand segregation and integration in baseball within the context of Civil Rights
- Students develop close-looking and observational skills
- Students investigate and analyze primary documents

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.1, R.4, R.7, R.9, W.7, W.8, SL.1, SL.2
 PA Standards [*Subject Area/Standard Area/Standard*]: 5.1C; 8.1.B; 8.3.A; 8.3.B; 8.3.D; 9.2.D
 NJ Standards [*Content Area/Standard/Strand/Content Statement*]: 1.4.A; 1.4.B; 6.1.A.13; 6.1.C.13; 6.1.D.13

Time: One to two class sessions (45-60 minutes each)

Materials:

- Primary Resource 1: *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866* (See *Appendix A*)
- Primary resource 14: Correspondence between the Washington AL Club and the Chattanooga Baseball Company inquiring as to the racial identity of Raul Lago (See *Appendix A*)
- Worksheet 3-1: Primary Document Analysis Worksheet (See *Appendix B*)
- Worksheet 3-2: List of Civil Rights Milestones (See *Appendix B*)
- Library and/or Internet resources for student research

Procedure:

1. Show students the picture called *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn* (Primary Resource 1). If possible, project the image for the whole class to see; otherwise, reproduce and distribute copies of it for the students to view.
2. Encourage students to look closely at the image. Begin with general observations before drawing any conclusions about what's going on in the picture or what the image means. Discuss:
 - What do you see? Describe what some of the people are doing.
 - Where and when do you think this scene is taking place? What do you see that makes you say that?
 - What is the mood of the picture? What do you feel when you look at it?
 - What do you think is going on in the picture? Try to tell the story of this picture.
 - Have you ever seen a baseball game? What was the experience like?
 - How do you think the game has changed since this picture was created nearly 150 years ago?
 - What does baseball mean to you? Do you feel a personal connection with the game? If so, why?
 - Baseball has long been considered America's national pastime. What do you think that means? What makes it American? What do you think baseball means to America and to Americans?
3. Divide students into small groups and give each group a copy of the three documents that make up the correspondence between the Washington AL Club and the Chattanooga Baseball Company inquiring as to the racial identity of Raul Lago (Primary Resource 14). Hand out Worksheet 3-1. Ask groups to read the documents carefully and answer the questions on the worksheet.

4. Discuss the documents and the students' responses to them. Consider the following questions:
- When were these letters written?
 - What is the subject of the correspondence?
 - What is the conclusion?
 - What do these letters tell you about professional baseball at the time?
 - How do these letters make you feel? Why?

Then, revisit the earlier question: What does it mean to say that baseball is America's national game? What do you think it meant to different segments of American society at the time these letters were written? How could baseball be considered a national game if some people were excluded?

5. Explain that professional baseball was segregated for the first half of the 20th century. African Americans (or others with dark skin) could not play in the major leagues. There were separate leagues ("Negro Leagues") for African American players. Even after the color barrier was broken, in 1947, it still took more than ten years for all of the major league teams to integrate. And this was only one step in the long process of Civil Rights.
6. Assign each pair of students one of the events on the list of Civil Rights milestones, which places special emphasis on baseball ([Worksheet 3-2](#)). **Provide only the milestone**, not the date or any additional information (see box below for additional information about each milestone). Each pair should research the event and write 1-2 paragraphs about it. Have each pair present its research, and then create a timeline of these milestones. Discuss the slow evolution of Civil Rights in this country and the place of baseball's integration within it.



Primary Resource 1

About the Image

This 1866 print shows the Philadelphia Athletics and the Brooklyn Atlantics during a game in the Athletics field at Fifteenth Street and Columbia Avenue in Philadelphia. The Brooklyn Atlantics are in the outfield, and an Athletics player positions himself to receive a pitch. In the foreground, two men sit at a table on the sidelines, three sit on chairs and other spectators watch the game, engage in fights, or keep score. In the left background, a low stand crowded with spectators is visible. The park is fenced and surrounded by trees. The names of each player and the umpire, and inning scores are included near the title. Formed in 1860 by James N. Kerns, the Philadelphia Athletics helped establish the National Association of Professional Baseball Players (NA) in 1871.

Civil Rights Milestones

Abolition of Slavery – 1865

On December 6, 1865, Congress ratified the 13th Amendment to the Constitution, outlawing slavery in the United States.

First African American in the US Marines (since the American Revolution) – 1942

For over 160 years, the US Marine had been open only to whites. That changed with the enlistment of the first black units in 1942. But it was not until 1960 that the Marines became fully integrated.

Integration of Major League Baseball - 1947

Branch Rickey, the General Manager of the Brooklyn Dodgers, selected Jackie Robinson to be the first African American player in the Major Leagues. Robinson played for the Dodgers beginning in the 1947 season.

Integration of the US Military – 1948

On July 26, 1948, President Harry S. Truman signed an Executive Order to integrate the US military. Integration of the Army was not completed until 1954 with the deactivation of the last black unit.

Integration of Schools (Brown v Board of Ed) – 1954

In 1954, The United States Supreme Court unanimously ruled that racial segregation in public schools was unconstitutional. Although this decision paved the way for integration, segregation was still practiced in many southern school systems until the 1970s.

Montgomery Bus Boycott – 1955-56

In December 1955, Rosa Parks was arrested in Montgomery, Alabama, for refusing to give up her seat to a white rider. A 13-month protest followed, ending with a US Supreme Court ruling that declared segregation on public buses to be unconstitutional.

The last Major League Baseball Team Integrates - 1959

Although Jackie Robinson crossed the color line when he played for the Brooklyn Dodgers in 1947, the Boston Red Sox did not integrate until 1959.

Integration of Ole Miss – 1962

After a two-year legal battle, James Meredith, an African American man, was granted the right to enroll at the University of Mississippi in September 1962. His attempt to register for classes was met with riots that left two dead and hundreds wounded.

Civil Rights Act – 1964

Enacted on July 2, 1964, the Civil Rights Act prohibits discrimination based on race, ethnicity, religion, national heritage, or gender. The Civil Rights Act helped put an end to the official practice of “separate but equal” treatment for blacks in the South.

Voting Rights Act – 1965

Although the 15th Amendment granted all citizens the right to vote, most Southern States had adopted legislation that effectively prevented African Americans from voting. The Voting Rights Act, signed into law by President Lyndon Johnson in 1965, enabled the Federal Government to enforce the provisions of the 15th Amendment.

First African American US senator (since Reconstruction) – 1966

Edward W. Brooke, a Massachusetts Republican, was elected to the Senate in November 1966, making him the first African American in the Senate in nearly a century.

First African American Appointed to the US Supreme Court – 1967

Thurgood Marshall became the first African American Supreme Court Justice when President Lyndon Johnson appointed him to the bench in 1967. Marshall had previously argued before the Supreme Court as chief counsel for the NAACP in 1954’s landmark Brown v. Board of Ed case.

Unit III, Lesson 2: Sports, Race, and the 1936 Olympics

Social Studies (American or European History, Holocaust Studies), ELA

Context:

The relationship between Jews and baseball has had implications beyond the borders of our own country. In 1936, the Jewish American baseball player Herman Goldberg found himself in Nazi Berlin to play an Olympic demonstration game. That unique circumstance raises important questions about religious and national identity and the relationship between sports and politics.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.7, W.1, W.4, W.7, W.9, SL.1, SL.2, L.1, L.2, L.3
PA Standards [*Subject Area/Standard Area/Standard*]: 5.1.F; 5.2.A; 5.3.J; 8.1.C; 8.4.A; 8.4.B; 8.4.D
NJ Standards [*Content Area/Standard/Strand/Content Statement*]: 6.2.A.12; 6.2.D.12

Time: One class session (45-60 minutes) + Homework

Materials:

- Primary Resource 15: Herman Goldberg's 1936 Olympic ID Card (*See Appendix A*)

Learning Outcomes:

- Students reflect on issues of identity, religion, and race
- Students take a position on a historical issue and make an evidence-based argument
- Students examine geo-political dynamics in the pre-World War II period

Procedure:

1. Group students in pairs and have them look closely at Herman Goldberg's 1936 Olympic ID card. Pairs should discuss:
 - What do you notice about this object?
 - Where and when is this object from?
 - What do you think this object was used for?
2. As a class, discuss the students' observations. Then explain a little more about the item. Herman Goldberg was a Jewish baseball player in the 1930s. Baseball was not an Olympic sport, but a demonstration game was to be played at the 1936 Olympic Games in Berlin. Goldberg tried out for the American Olympic baseball team and made it. This was his Olympic ID card.
3. Explain what was going on in Germany at the time: Adolph Hitler was in power, Jews and other minorities faced discrimination, and the Germans intended to make the Berlin Olympics a showcase for Aryan athletic supremacy. In America, a debate emerged over whether the US team should boycott the games. Discuss the issue of the boycott with the students:
 - Does it validate or offer implicit acceptance of the Nazi regime to attend the games?
 - Do you think the US should have boycotted the games?
 - Who would be hurt most by a boycott—the Germans? the athletes? the other teams?
 - Should politics be kept out of Olympic competitions? Is that realistic?
4. In the end, the US Olympic team participated in the games. And although a few Jewish athletes did independently boycott the games, Goldberg decided to play. He later commented:

There were five or six Jewish athletes out of the 300-plus on the team, and some of us were considering whether we would boycott. We came to the conclusion that if the entire team would boycott, we would also do so. But we were really American athletes of Jewish religion. It didn't make sense to us to be the only ones to boycott. We were not Jewish ballplayers. We weren't Jewish sprinters. We weren't Jewish basketball players. We weren't Jewish pistol shooters. We weren't Jewish weightlifters. We were American athletes, selected by the team to represent our country.

Discuss:

- What do you think about Goldberg's comment?
 - Should he have boycotted even though the rest of the American athletes decided to play?
 - Do you think it is possible to separate out one's religious and national identity like that? Assuming it is possible, do you think it's preferable? Why or why not?
 - What would you do?
5. **For homework**, students should imagine they are living at the time of the 1936 Olympics. Each student will write a letter to the editor of the local paper taking a position on the boycott debate. In making their arguments, students must refer to specific historical circumstances and clearly explain why they think a boycott would be the right or wrong course of action.
6. **Extension:** At the Olympics, Goldberg met and became friendly with another athlete, the track and field star Jesse Owens. Owens is famous for winning four gold medals at the games and being snubbed by Hitler, who refused to shake his hand publicly. You might want to introduce the Owens story to your class in this context. A PBS documentary about Owens is available for free online (<http://www.pbs.org/wgbh/americanexperience/films/owens/>). It provides a good overview of the 1936 Olympics and the issues surrounding the games. You might consider showing it to your students as well.



To Boycott or Not

The question of whether to boycott the 1936 Olympics was a hotly contested issue in the United States in the months leading up to the games. The President of the Amateur Athletic Union, Judge Jeremiah Mahoney, advocated for the boycott, noting that the Germans had broken Olympic rules by expelling Jewish high-jumper Gretel Bergmann from the German team. He believed participation in the games would be a tacit endorsement of the Nazi regime. Meanwhile, Avery Brundage, the President of the American Olympic Committee, opposed a boycott. After a brief inspection of German sports facilities in 1934, Brundage maintained that Jewish athletes were being treated fairly. Furthermore, he claimed that politics had no place in sport. Many American Jewish organizations supported a boycott as part of a broader, ongoing German boycott. Other Jewish organizations, however, did not official back the boycott, fearing an anti-Semitic backlash.

Unit III, Lesson 3: Women and Baseball

Social Studies (US History, Women's History, Gender Studies)

Context:

Between 1943 and 1954, over 600 women had a unique opportunity that few have had before or since—the opportunity to play professional baseball. In this lesson, students learn about the role women have played in baseball and consider the place of women in sports (and American society) more generally.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.7, R.9, W.2, W.7, W.8, SL.1, SL.2, L.1, L.2
PA Standards [**Subject Area/Standard Area/Standard**]: 8.1.A; 8.1.B; 8.1.C; 8.3.A; 8.3.D
NJ Standards [**Content Area/Standard/Strand/Content Statement**]: 6.1.D.12; 6.1.A.14; 6.1.D.14; 6.2.D

Materials:

- Film: *A League of Their Own: The Documentary* (1987), directed by Mary Wilson, 27 minutes, or *A League of Their Own* (1992), directed by Penny Marshall, starring Tom Hanks, Geena Davis, and Madonna, 128 minutes (see below for sources).
- Primary Resource 16: Photos of Tiby Eisen and Justine Siegal (**See Appendix A**)
- Worksheet 3-3: A League of Their Own (**See Appendix B**)
- Library and/or Internet resources for further student research

Learning Outcomes:

- Students investigate the history of women in sports
- Students make connections between history and contemporary gender issues
- Students learn from visual media while viewing it thoughtfully and critically

Time: One class session (45-60 minutes) + homework

Procedure:

1. Begin by showing students the photograph of Thelma “Tiby” Eisen (Primary Resource 16). Discuss:
 - What do you notice about this photograph? How is the subject presented? What image does she portray? [Students might notice that the photograph is black-and-white and depicts an earlier historical era. Eisen is shown as strong, serious, and athletic, though also clearly feminine, as evidenced by the short skirt and long hair.]
 - Notice her uniform. Why might she be dressed like that? Do you think it was comfortable to play baseball in a skirt?
 - What assumptions might you make about this photograph?
 - Does anything surprise you about this photograph?
2. Explain a little bit about the photo and about the AAGPBL. Show students one (or both) of the following films:
 - *A League of Their Own: The Documentary* (1987), directed by Mary Wilson, 27 minutes. This short documentary tells the story of the AAGPBL through vintage footage and the memories of the players, who have come together for a reunion 40 years after playing in the league. You can rent it online at: https://play.google.com/store/movies/details/A_League_Of_Their_Own?id=BUFZiIdopiE
 - *A League of Their Own* (1992), directed by Penny Marshall, starring Tom Hanks, Geena Davis, and Madonna, 128 minutes. This feature film is based on the documentary. It tells largely the same story, but because it is historical fiction, some of the details have been altered and the characters are fictionalized. You can rent it online at: http://www.amazon.com/gp/product/B00190KZVY/ref=atv_feed_catalog?tag=imdb-amazonvideo-20
3. Before watching the film, ask about its title: What does “A league of their Own” mean to you? Hand out the “League of Their Own” worksheet (Worksheet 3-3) and ask students to either fill it out while watching or use it as a guide for viewing the film. Afterward, discuss the questions on the worksheet. (If you’ve opted to show both films, you can also discuss the similarities and differences between the two movies.)

4. Show students the photo of Justine Siegal (Primary Resource 16) and compare with the picture of Tiby Eisen. Justine Siegal has broken new ground as the first women to pitch batting practice to Major League teams. Siegal also founded an organization called Baseball For All (www.baseballforall.com) to promote participation in the game among women and girls.

Ask students what is different about this picture [for example, it's a contemporary photograph; she's wearing a men's Cleveland Indians uniform]. Have students read this article about Siegal: http://mlb.mlb.com/news/article.jsp?ymd=20110221&content_id=16694130&c_id=mlb. Then discuss:

- What has changed between the time of Tiby Eisen and Justine Siegal? [Women have gained many opportunities in contemporary society to compete on equal footing with men, and are increasingly judged on their skill and talent and not merely on looks or other “feminine” attributes. On the other hand, women had their own baseball league in the 1940s and 50s, and they no longer do.]
 - What hasn't changed? [Women still face challenges to full equality in professional sports and elsewhere, where they are often told they can't compete.]
 - What should change?
5. **Option:** Consider asking students to conduct further research on the history of women in sports. Topics could include the recent growth of professional women's soccer and basketball, the history of women's participation in the Olympics, media perceptions of female athletes, or the passing of Title IX in 1972, which created new athletic opportunities for women and girls. Encourage students to make connections between the role of women in sports and the place of women in contemporary society more generally.
6. **Extension:** You can also ask students to collect images from newspapers, magazines, and websites that depict female athletes. Discuss:
- How are female athletes depicted? Are they shown as strong? feminine? sexual? manly?
 - How does their portrayal compare to that of male athletes?



Tiby Eisen

Thelma “Tiby” Eisen (b. 1922) Tiby Eisen was one of the early stars of the All-American Girls Professional Baseball League. The AAGPBL was founded in 1943 by chewing-gum mogul Philip K. Wrigley in order to help keep America's national pastime alive while many of the country's young men were fighting in World War II. Between 1943 and 1954 (when the league folded), hundreds of thousands of fans came out to watch the women of the AAGPBL play. You can learn more about the AAGPBL at www.aagpbl.org.

Unit III, Lesson 4: Baseball Ethics

Social Studies, Ethics, Debate

Context:

Baseball has seen its share of controversies and scandals over the years, from cheating and gambling to racial segregation. Today, one of the biggest ethical issues involves the use of performance-enhancing drugs. In this lesson, students research all sides of the issue and debate the implications.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.W.1, W.7, W.8, W.9, SL.1, SL.2, SL.3, SL.4, SL.6, L.3
PA Standards [**Subject Area/Standard Area/Standard**]: 3.4.B; 3.4.E; 5.1.C; 10.12.D
NJ Standards [**Content Area/Standard/Strand/Content Statement**]: 2.3.B; 2.5.C; 6.1.A.16; 6.1.B.16; 6.3.A; 9.1.F

Time: Two class sessions (45-60 minutes each)

Materials:

- Worksheet 3-4: Baseball Ethics (**See Appendix B**)
- Internet resources for further student research

Learning Outcomes:

- Students consider and reflect on personal ethics and ethical behavior
- Students research a topic, form an opinion based on the evidence, and debate the issue
- Students make connections between historical events, contemporary issues, and their own lives

Procedure:

1. Introduce the lesson by discussing the Black Sox scandal with students.

In 1919, eight members of the Chicago White Sox were found guilty of agreeing to throw the World Series and were banned from baseball for life. There is a good, in-depth overview of the scandal on the Chicago Historical Society's website: <http://www.chicagohs.org/history/blacksox.html>, and additional resources can be found on the Library of Congress's site: <http://www.loc.gov/rr/news/topics/sox.html>. The feature film *Eight Men Out* (1988) also tells the story; you might consider watching it with your students.

Discuss:

- Why was the action of the Chicago Eight wrong? What made it unethical?
 - What does it mean to behave ethically? What are some examples of ethical and unethical behavior?
 - What, or who, determines what is ethically acceptable?
 - What about sports—why are we required to behave ethically in the context of sports? What constitutes ethical/unethical behavior in sports?
2. Most people agree that ethical standards of behavior apply to sports just as they apply to other areas of life—and that when players gamble on their own teams, they have crossed an ethical line. But there are times when it's not as clear what constitutes ethical behavior.

Break students into small groups, and give each group the list "Baseball ethics," (Worksheet 3-4) cut up so each scenario is on a separate piece of paper. (These scenarios are based on materials originally developed for an American Studies course at Carleton College. See <http://www.hardballtimes.com/main/article/ranking-baseballs-ethical-transgressions/> for more information).

Ask groups to read each scenario and discuss the ethical issues involved. Is the particular action or behavior ethical? Why or why not? Which scenarios are most problematic? Ask students to put the scenarios in order from most to least ethical. Share and discuss:

- On what basis did you decide the ethics of each scenario?
 - What issues came up in your process?
 - How do these scenarios relate to ethical issues that may arise outside of sports?
 - How do these scenarios relate to your personal experiences? Have you faced similar choices in your life?
3. Transition to a discussion of ethical issues in the contemporary sports world. Explain that today, the use of performance-enhancing drugs raises important concerns. In 2013, for example, dozens of professional baseball players, including superstars Alex Rodriguez and Ryan Braun, were suspended for allegedly using performance-enhancing drugs. Many people believe the use of these drugs is inherently unethical, giving some players an unfair advantage and encouraging drug-use by young people. But others question the ban on performance-enhancing drugs. They argue that it doesn't create an unfair advantage if everyone is allowed to use them, and that sports allow many other performance-enhancing technologies (such as laser-eye surgery, new materials for swimsuits, and prosthetic limbs)—so it is not clear where to draw the line.
4. **For homework**, have each student research the issues related to performance-enhancing drugs and choose a side.
5. Then hold a class debate on the subject: Should performance-enhancing drugs be strictly banned in professional baseball? Why or why not? More information about the performance-enhancing drug debate can be found here:
- <http://www.npr.org/2008/01/23/18299098/should-we-accept-steroid-use-in-sports>
 - <http://www.chron.com/sports/astros/article/Baseball-s-steroid-issue-calls-ethics-into-1743395.php>
 - <http://www.theatlantic.com/entertainment/archive/2013/06/the-only-good-reason-to-ban-steroids-in-baseball-to-prevent-an-arms-race/276932/>
 - <http://www.bbc.co.uk/ethics/sport/debate/debate.shtml>
 - <http://www.youtube.com/watch?v=Nb9Op9NEevw>
6. After concluding the debate, have each student write a short paper summarizing the opposing side's argument. Ask students to consider whether their own views were affected at all by the opposing argument.

Unit III, Lesson 5: Standing Up for Your Beliefs

Social Studies (Civil Rights, Social Action, Character Education), ELA

Context:

Baseball became integrated because there were individuals who stood up for what they believed was right. Students can learn from the examples of the past to identify problems in their own communities, develop plans for change, and take real action for social justice.

Standards:

Common Core Anchor Standards: CCSS.ELA-Literacy.R.1, R.2, R.6, R.7, W.2, W.4, W.6, SL.1, SL.3, L.1, L.2
PA Standards [*Subject Area/Standard Area/Standard*]: 5.1.C; 8.3.C; 8.3.D; 16.3.C
NJ Standards [*Content Area/Standard/Strand/Content Statement*]: 2.2.C-D; 6.1.A.13; 6.1.D.13; 6.3.A; 9.1.A

Time: One to two class sessions (45-60 minutes each) + ongoing homework

Materials:

- Primary Resource 17: *Free Minds and Hearts at Work*, by Jackie Robinson (See Appendix A)
- Primary Resource 18: Anti-Discrimination Subway Poster (See Appendix A)

Learning Outcomes:

- Students reflect on and express their own values and beliefs
- Students work toward real-life contributions to social change
- Students connect historical developments with contemporary issues

Procedure:

1. Revisit the integration of baseball. How did it happen? It happened because enough people believed the system was wrong and took steps to change things. It happened because of the journalists who publicized the injustices and pushed for changes; it happened because Dodgers' manager Branch Ricky was willing to challenge the status quo; it happened because Jackie Robinson had the courage to step across that line. Robinson wasn't just a great ball player; he was a fearless fighter for civil rights throughout his life.
2. In 1952, Robinson recorded an essay for the radio show "This I Believe." Have students read Robinson's essay (Primary Resource 17) or listen to it on the "This I Believe" website: <http://thisibelieve.org/essay/16931/>. Discuss:
 - What does Robinson stand for? What does he believe?
 - What are his values?
 - What are values? Where do values come from?
 - What are some of your values?
3. Of course, baseball didn't integrate simply through beliefs. People had to take action. Show students the image of the subway poster "What's his race or religion got to do with it - He Can Pitch!" (Primary Resource 18) Discuss the idea of turning beliefs into action:
 - How does this poster reflect a translation of beliefs into action?
 - Do you think public information campaigns like this are effective ways to make change?

Revisit the case of Jackie Robinson: How did he turn his beliefs into actions? What challenges did he face?

4. For homework: Encourage students to explore the "This I Believe" website and listen to or read other essays on the site. Then have students write their own "This I Believe" essays. Their essays should reflect their personal values.
5. Have some of the students share their essays. Then, in pairs, have students discuss ways they can turn their beliefs into actions. For example, if they believe no one should go hungry, maybe they can decide to organize a food drive or come up with a new idea to address the issue. If they believe no one should be bullied, maybe they'll start an anti-bullying campaign.
6. Have each student draw up an "action plan" for turning his or her beliefs into action. Plans should include: 1) specific and realistic goals for change, 2) concrete steps for achieving those goals, and 3) a feasible timeline for getting the work done. Have students document their progress over the course of the semester or year. At the end of the term, ask each student to create a presentation describing his or her effort and evaluating its success

Appendix A
PRIMARY RESOURCES
(Images, Documents, and Texts)



The Second Great Match Game for the Championship, featuring the Philadelphia Athletics against the Brooklyn Atlantics, 1866
by J. L. Magee
Courtesy of the National Baseball Hall of Fame and Museum, Cooperstown, NY (reproduction)



A modern baseball team in action
The baseball diamond of the San Diego Padres' PETCO Park, seen from the stands

Primary Resource 2:



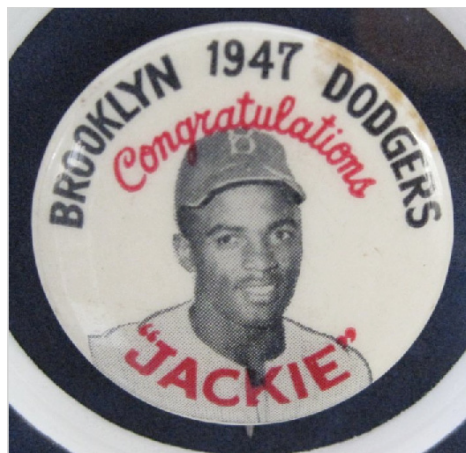
Little League championship bat from Levittown, PA, 1960
Loan courtesy of the Mercer Museum, Doylestown, Pennsylvania

Primary Resource 3:



Hank Greenberg, 1938
Courtesy of Dr. Seymour Stoll

Jackie Robinson pin
Courtesy of Stephen Wong



Jackie Robinson pin
Loan courtesy of Stephen Wong

Jackie Robinson pin
Loan courtesy of Stephen Wong

Primary Resource 4: Baseball Uniforms



Sandy Koufax's Los Angeles Dodgers road jersey, 1966
Loan courtesy of Stephen Wong



Ichiro Suzuki's Seattle Mariners road jersey, 2001 (Rookie of the Year and MVP)
Loan courtesy of Stephen Wong



Justine Siegal's Cleveland Indians jersey, 2011
Courtesy of the Siegal Family




Hank Greenberg's Detroit Tigers road jersey, 1945
American Jewish Historical Society

Primary Resource 5:

THE SENSATIONAL BASE BALL SONG


TAKE ME OUT TO THE BALL GAME

WORDS BY
JACK NORWORTH
MUSIC BY
ALBERT VON TILZER



5

THE YORK MUSIC CO
ALBERT VON TILZER, Mgr.
40 WEST 28TH ST. N.Y.



Sheet music for "Take Me Out to the Ball Game" by Jack Norworth and Albert Von Tilzer, 1908
Courtesy of Andy Strasberg

Take Me Out to the Ball Game (Full Lyrics)

Katie Casey was base ball mad.
Had the fever and had it bad;
Just to root for the home town crew,
Ev'ry sou Katie blew.
On a Saturday, her young beau
Called to see if she'd like to go,
To see a show but Miss Kate said,
"No, I'll tell you what you can do."

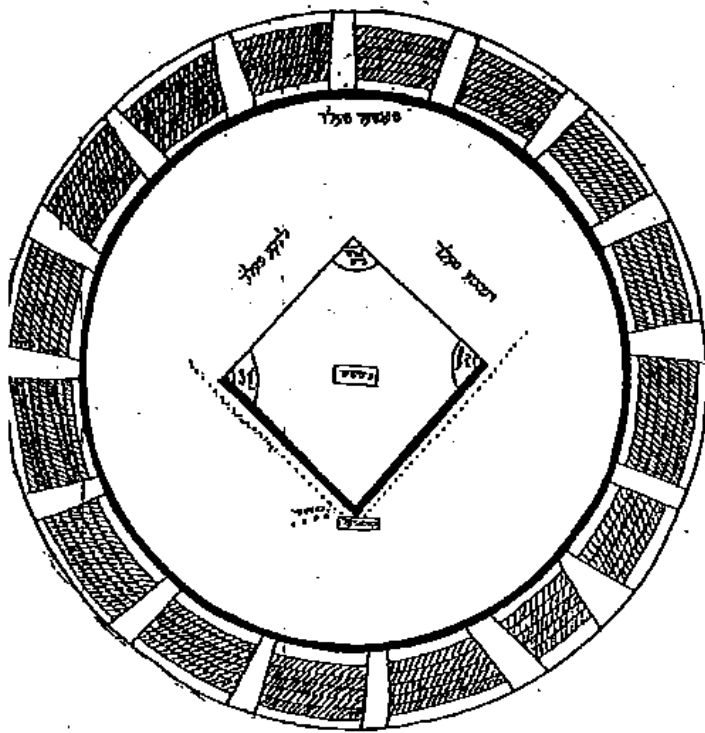
"Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jack,
I don't care if I never get back,
Let me root, root, root for the home team,
If they don't win it's a shame.
For it's one, two, three strikes, you're out,
At the old ball game."

Katie Casey saw all the games,
Knew the players by their first names;
Told the umpire he was wrong,
All along good and strong.
When the score was just two to two,
Katie Casey knew what to do,
Just to cheer up the boys she knew,
She made the gang sing this song:

"Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jack,
I don't care if I never get back,
Let me root, root, root for the home team,
If they don't win it's a shame.
For it's one, two, three strikes, you're out,
At the old ball game."

Primary Resource 6:

דער עיקר פון די ביים-באלל „ניים“ ערקלעדרט פא
ניט קיין ספארטס-לייט.



“The Fundamentals of the Base-Ball ‘Game’ Described for Non-Sports Fans”
Jewish Daily Forward, August 27, 1909
Forward Archives

Primary Resource 7: Excerpt from The Forverts, August 6, 1903 No. 2027 Vol VII p.4Should Children Play Baseball?

A father writes to ask advice about baseball. He thinks that baseball is a foolish and wild game. But his boy, who is already in the upper grades is very eager to play. He's not the only one. The majority of our immigrants have the same idea about it. They express it in an interesting fashion, in such a way that it's possible to see in him clearly how the parents in the Yiddish neighborhood feel about baseball.

"It is said the one should teach their child how to play chess or checkers or goat & wolf [tsig un volf] or at least a game that sharpens the mind. That would be appreciated" writes the father in his letter. "But what value does a game like baseball have? Nothing more than becoming crippled comes out of it. When I was a young boy we used to play 'rabbits' chasing and catching one another [tag?]. But when we got older we stopped playing. Imagine a big boy in Russia playing tag, we would have treated him like he was crazy. And here in this highly educated America adults play baseball! They run after the stupid ball made of hide and are as excited about it as little boys. I want my boy to grow up to be a *mentsh* not a wild American runner. He's making me miserable, I can't take it anymore."

This part of the letter captures the point of the question posed by the boy's father. And the writer of this article has but one answer:

Let your boys play baseball and even become outstanding players as long as it doesn't interfere with their studies and doesn't make them keep in the company of bad influences.

...Baseball is a good way to develop the body. It's better than gymnastics. First of all it's out in the fresh air. Secondly it develops the hand and feet and the reflex responses of the limbs and eyes. Why shouldn't the children play this these days? Football, the "aristocratic" sport of the colleges now there is a wild game. You fight with each other like Indians and often one is left with a broken foot or hand or gets wounded. But there is no danger in baseball.

...Let's not raise our children to be foreigners in their own country. An American who isn't agile and strong in hands, feet and his entire body is not an American. Unfortunately these qualities have more value than the true assets of a citizen. Raise your children as educated and thoughtful; as people filled with the true heritage of humanity and fellowship for which they are ready to fight. They should also be healthy and agile youth who shouldn't feel inferior to others.

Ab Cahan

Primary Resource 8: Sample Letters from A Bintel Brief

20

A Bintel Brief

Abraham Cahan

Years before Ann Landers and Dear Abby, there was "A Bintel Brief." In 1906 the Jewish Daily Forward, a Yiddish-language newspaper addressing the more than half-million Jewish immigrants in New York City, began running an advice column under a title that translates as "a bundle of letters." The column spoke to Jews from Russia, Hungary, Poland, Romania, and the Middle East, with different traditions and dialects as well as skills and opportunities, struggling with each other as well as their new circumstances in some of the most crowded urban neighborhoods in the world.

The paper's editor was Abraham Cahan, who also wrote several novels about immigrant life. Cahan contributed some of the letters as well as the responses. "A Bintel Brief" gave advice on all kinds of personal problems. These excerpts from the early years of the column offer fascinating glimpses into Jewish immigrant life at the turn of the century and speak of issues central to the experiences of most immigrants.

BEFORE YOU READ

1. What are the major tensions of immigrant life as revealed in the letters?
2. What values did Cahan represent in his answers?
3. How does Cahan's advice compare to that given today in similar newspaper columns and on daytime talk shows?

Worthy Editor,

We are a small family who recently came to the "Golden Land." My husband, my boy and I are together, and our daughter lives in another city.

I had opened a grocery store here, but soon lost all my money. In Europe we were in business; we had people working for us and paid them well. In short, there we made a good living but here we are badly off.

My husband became a peddler. The "pleasure" of knocking on doors and ringing bells cannot be known by anyone but a peddler. If anybody does buy anything "on time," a lot of the money is lost, because there are some people who never intend to pay. In addition, my husband has trouble because he has a beard, and because of the beard he gets beaten up by the hoodlums.

Also we have problems with our boy, who throws money around. He works every day till late at night in a grocery for three dollars a week. I watch over him and give him the best because I'm sorry that he has to work so hard. But he costs me plenty and he borrows money from everybody. He has many friends and owes them all money. I get more and more worried as he takes here and borrows there. All my talking doesn't help. I am afraid to chase him away from home because he might get worse among strangers. I want to point out

that he is well versed in Russian and Hebrew and he is not a child any more, but his behavior is not that of an intelligent adult.

I don't know what to do. My husband argues that he doesn't want to continue peddling. He doesn't want to shave off his beard, and it's not fitting for such a man to do so. The boy wants to go to his sister, but that's a twenty-five-dollar fare. What can I do? I beg you for a suggestion.

Your Constant reader,
F. L.

Answer:

Since her husband doesn't earn a living anyway, it would be advisable for all three of them to move to the city where the daughter is living. As for the beard, we feel that if the man is religious and the beard is dear to him because the Jewish law does not allow him to shave it off, it's up to him to decide. But if he is not religious, and the beard interferes with his earnings, it should be sacrificed.

Dear Editor,

For a long time I worked in a shop with a Gentile girl, and we began to go out together and fell in love. We agreed that I would remain a Jew and she a Christian. But after we had been married for a year, I realized that it would not work.

I began to notice that whenever one of my Jewish friends comes to the house, she is displeased. Worse yet, when she sees me reading a Jewish newspaper her face changes color. She says nothing, but I can see that she has changed. I feel that she is very unhappy with me, though I know she loves me. She will soon become a mother, and she is more dependent on me than ever.

She used to be quite liberal, but lately she is being drawn back to the Christian religion. She gets up early Sunday mornings, runs to church and comes home with eyes swollen from crying. When we pass a church now and then, she trembles.

Dear Editor, advise me what to do now. I could never convert, and there's no hope for me to keep her from going to church. What can we do now?

Thankfully,
A Reader

Answer:

Unfortunately, we often hear of such tragedies, which stem from marriages between people of different worlds. It's possible that if this couple were to move to a Jewish neighborhood, the young man might have more influence on his wife.

Dear Editor,

I am a girl from Galicia and in the shop where I work I sit near a Russian Jew with whom I was always on good terms. Why should one worker resent another?

But once, in a short debate, he stated that all Galicians were no good. When I asked him to repeat it, he answered that he wouldn't retract a word, and that he wished all Galician Jews dead.

I was naturally not silent in the face of such a nasty expression. He maintained that only Russian Jews are fine and intelligent. According to him, the *Galitzianer* are inhuman savages, and he had the right to speak of them so badly.

Dear Editor, does he really have a right to say this? Have the Galician Jews not sent enough money for the unfortunate sufferers of the pogroms in Russia? When a Gentile speaks badly of Jews, it's immediately printed in the newspapers and discussed hotly everywhere. But that a Jew should express himself so about his own brothers is nothing? Does he have a right? Are Galicians really so bad? And does he, the Russian, remain fine and intelligent in spite of such expressions?

As a reader of your worthy newspaper, I hope you will print my letter and give your opinion.

With thanks in advance,
B. M.

Answer:

The Galician Jews are just as good and bad as people from other lands. If the Galicians must be ashamed of the foolish and evil ones among them, then the Russians, too, must hide their heads in shame because among them there is such an idiot as the acquaintance of our letter writer.

Worthy Editor,

I am eighteen years old and a machinist by trade. During the past year I suffered a great deal, just because I am a Jew.

It is common knowledge that my trade is run mainly by the Gentiles and, working among the Gentiles, I have seen things that cast a dark shadow on the American labor scene. Just listen:

I worked in a shop in a small town in New Jersey, with twenty Gentiles. There was one other Jew besides me, and both of us endured the greatest hardships. That we were insulted goes without saying. At times we were even beaten up. We work in an area where there are many factories, and once, when we were leaving the shop, a group of workers fell on us like hoodlums and beat us. To top it off, we and one of our attackers were arrested. The hoodlum was let out on bail, but we, beaten and bleeding, had to stay in jail. At the trial, they fined the hoodlum eight dollars and let him go free.

After that I went to work on a job in Brooklyn. As soon as they found out that I was a Jew they began to torment me so that I had to leave the place. I have already worked at many places, and I either have to leave, voluntarily, or they fire me because I am a Jew.

Till now, I was alone and didn't care. At this trade you can make good wages, and I had enough. But now I've brought my parents over, and of course I have to support them.

Lately I've been working on one job for three months and I would be satisfied, but the worm of anti-Semitism is beginning to eat at my bones again. I go to work in the morning as to Gehenna,¹ and I run away at night as from a fire. It's impossible to talk to them because they are common boors, so-called "American sports." I have already tried in various ways, but the only way to deal with them is with a strong fist. But I am too weak and there are too many.

Perhaps you can help me in this matter. I know it is not an easy problem.

Your reader,
E. H.

Answer:

In the answer, the Jewish machinist is advised to appeal to the United Hebrew Trades and ask them to intercede for him and bring up charges before the Machinists Union about this persecution. His attention is also drawn to the fact that there are Gentile factories where Jews and Gentiles work together and get along well with each other.

Finally it is noted that people will have to work long and hard before this senseless racial hatred can be completely uprooted.

Worthy Editor,

I was born in America and my parents gave me a good education. I studied Yiddish and Hebrew, finished high school, completed a course in bookkeeping and got a good job. I have many friends, and several boys have already proposed to me.

Recently I went to visit my parents' home in Russian Poland. My mother's family in Europe had invited my parents to a wedding, but instead of going themselves, they sent me. I stayed at my grandmother's with an aunt and uncle and had a good time. Our European family, like my parents, are quite well off and they treated me well. They indulged me in everything and I stayed with them six months.

It was lively in the town. There were many organizations and clubs and they all accepted me warmly, looked up to me — after all, I was a citizen of the free land, America. Among the social leaders of the community was an intelligent young man, a friend of my uncle's, who took me to various gatherings and affairs.

He was very attentive, and after a short while he declared his love for me in a long letter. I had noticed that he was not indifferent to me, and I liked him as well. I looked up to him and respected him, as did all the townsfolk. My family became aware of it, and when they spoke to me about him, I could see they thought it was a good match.

He was handsome, clever, educated, a good talker and charmed me, but I didn't give him a definite answer. As my love for him grew, however, I wrote to my parents about him, and then we became officially engaged.

A few months later we both went to my parents in the States and they received him like their own son. My bridegroom immediately began to learn

1. *Gehenna*: hell.

English and tried to adjust to the new life. Yet when I introduced him to my friends they looked at him with disappointment. "This 'greenhorn'² is your fiancé?" they asked. I told them what a big role he played in his town, how everyone respected him, but they looked at me as if I were crazy and scoffed at my words.

At first I thought, Let them laugh, when they get better acquainted with him they'll talk differently. In time, though, I was affected by their talk and began to think, like them, that he really was a "greenhorn" and acted like one.

In short, my love for him is cooling off gradually. I'm suffering terribly because my feelings for him are changing. In Europe, where everyone admired him and all the girls envied me, he looked different. But, here, I see before me another person.

I haven't the courage to tell him, and I can't even talk about it to my parents. He still loves me with all his heart, and I don't know what to do. I choke it all up inside myself, and I beg you to help me with advice in my desperate situation.

Respectfully,
A Worried Reader

Answer:

The writer would make a grave mistake if she were to separate from her bridegroom now. She must not lose her common sense and be influenced by the foolish opinions of her friends who divided the world into "greenhorns" and real Americans.

We can assure the writer that her bridegroom will learn English quickly. He will know American history and literature as well as her friends do, and be a better American than they. She should be proud of his love and laugh at those who call him "greenhorn."

Dear Editor,

Since I do not want my conscience to bother me, I ask you to decide whether a married woman has the right to go to school two evenings a week. My husband thinks I have no right to do this.

I admit that I cannot be satisfied to be just a wife and mother. I am still young and I want to learn and enjoy life. My children and my house are not neglected, but I go to evening high school twice a week. My husband is not pleased and when I come home at night and ring the bell, he lets me stand outside a long time intentionally, and doesn't hurry to open the door.

Now he has announced a new decision. Because I send out the laundry to be done, it seems to him that I have too much time for myself, even enough to go to school. So from now on he will count out every penny for anything I have to buy for the house, so I will not be able to send out the laundry any

2. **greenhorn**: newly arrived immigrant.

more. And when I have to do the work myself there won't be any time left for such "foolishness" as going to school. I told him that I'm willing to do my own washing but that I would still be able to find time for study.

When I am alone with my thoughts, I feel I may not be right. Perhaps I should not go to school. I want to say that my husband is an intelligent man and he wanted to marry a woman who was educated. The fact that he is intelligent makes me more annoyed with him. He is in favor of the emancipation of women, yet in real life he acts contrary to his beliefs.

Awaiting your opinion on this, I remain,

Your reader,
The Discontented Wife

Answer:

Since this man is intelligent and an adherent of the women's emancipation movement, he is scolded severely in the answer for wanting to keep his wife so enslaved. Also the opinion is expressed that the wife absolutely has the right to go to school two evenings a week.

Dear Editor,

I plead with you to open your illustrious newspaper and take in my "Bintel Brief" in which I write about my great suffering.

A long gloomy year, three hundred and sixty-five days, have gone by since I left my home and am alone on the lonely road of life. Oh, my poor dear parents, how saddened they were at my leaving. The leave-taking, their seeing me on my way, was like a silent funeral.

There was no shaking of the alms box, there was no grave digging and no sawing of boards, but I, myself, put on the white shirt that was wet with my mother's tears, took my pillow, and climbed into the wagon. Accompanying me was a quiet choked wail from my parents and friends.

The wheels of the wagon rolled farther and farther away. My mother and father wept for their son, then turned with heavy hearts to the empty house. They did not sit shive³ even though they had lost a child.

I came to America and became a painter. My great love for Hebrew, for Russian, all of my other knowledge was smeared with paint. During the year that I have been here I have had some good periods, but I am not happy, because I have no interest in anything. My homesickness and loneliness darken my life.

Ah, home, my beloved home. My heart is heavy for my parents whom I left behind. I want to run back, but I am powerless. I am a coward, because I know that I have to serve under "Fonie" [the Czar] for three years.

3. shive: period of mourning.

I am lonely in my homesickness and I beg you to be my counsel as to how to act.

Respectfully,
V. A.

Answer:

The answer states that almost all immigrants yearn deeply for dear ones and home at first. They are compared with plants that are transplanted to new ground. At first it seems that they are withering, but in time most of them revive and take root in the new earth.

The advice to this young man is that he must not consider going home, but try to take root here. He should try to overcome all these emotions and strive to make something of himself so that in time he will be able to bring his parents here.

Primary Resource 9:



Roberto Clemente's Pittsburgh Pirates home jersey, 1966 (Clemente's MVP year)
Loan courtesy of Stephen Wong



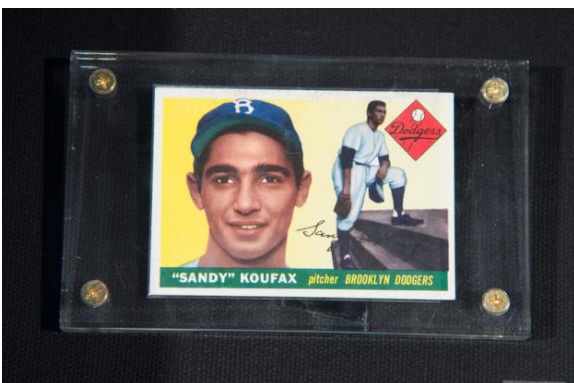
Thelma "Tiby" Eisen, 1945
American Jewish Historical Society



Hank Greenberg and Joe DiMaggio



Justine Siegal, 2011
AP Photo/Mark Duncan



Sandy Koufax's rookie card, 1955
American Jewish Historical Society



Jackie Robinson pin
Loan courtesy of Stephen Wong

Primary Resource 10:



Hank Greenberg's Most Valuable Player Award, 1935
Courtesy of Steve Greenberg



Hank Greenberg's military identification card, 1944
Courtesy of the National Baseball Hall of Fame and Museum, Cooperstown, NY

Speaking of Greenberg*by Edgar Guest*

The American poet Edgar Guest wrote this poem, "Speaking of Greenberg" in 1934 after Hank Greenberg chose to sit out a game of the World Series in order to go to synagogue on Yom Kippur, the most important Jewish holiday:

*The Irish didn't like it when they heard of Greenberg's fame
For they thought a good first baseman should possess an Irish name;
And the Murphys and Mulrooneys said they never dreamed they'd see
A Jewish boy from Bronxville out where Casey used to be.
In the early days of April not a Dugan tipped his hat
Or prayed to see a "double" when Hank Greenberg came to bat.*

*In July the Irish wondered where he'd ever learned to play.
"He makes me think of Casey!" Old Man Murphy dared to say;
And with fifty-seven doubles and a score of homers made
The respect they had for Greenberg was being openly displayed.
But on the Jewish New Year when Hank Greenberg came to bat
And made two home runs off Pitcher Rhodes—they cheered like mad for that.*

*Came Yom Kippur—holy fast day world-wide over to the Jew—
And Hank Greenberg to his teaching and the old tradition true
Spent the day among his people and he didn't come to play.
Said Murphy to Mulrooney, "We shall lose the game today!
We shall miss him on the infield and shall miss him at the bat,
But he's true to his religion—and I honor him for that!"*

Primary Resource 11:



Al Rosen
Third Baseman

TOPPS 15
ALBERT LEONARD ROSEN *third base CLEVELAND INDIANS*
 Ht.: 5' 10"
 Weight: 180
 Bats Right
 Throws Right
 Home: Miami Beach, Fla.
 Born: March 1, 1925

Al had his greatest year in '53 winning the A.L. Home Run Crown, Runs Batted In, Runs Scored and Total Bases Titles. For his great performance he was named the Most Valuable Player in the A.L. by a record unanimous vote! "Flip" is the 9th player to ever top the League in RBI's two years in a row.

MAJOR LEAGUE BATTING RECORD										FIELDING RECORD			
Games	At Bat	Runs	Hits	Doubles	Triples	H. R.	R.B.I.	B. Avg.	P. O.	Assists	Errors	F. Avg.	
Year	155	599	115	201	27	5	43	145	.336	178	338	19	.964
Life	647	2351	402	692	114	15	132	473	.294	675	1220	73	.963

INSIDE BASEBALL

Al hit 37 HR's in '50, so the next year he swung for the fences!

The result? Only 24 HR's and 265 average. After that, Al decided just to meet the ball.

And how he met it! In '53 Al had his highest B.A. and topped his former HR total!

Primary Resource 12:



Emerson Radio Hall of Fame Award, 1989
American Jewish Historical Society

Primary Resource 13: Excerpt from “Wait Till Next Year,” by Doris Kearns Goodwin

When I was six, my father gave me a bright-red scorebook that opened my heart to the game of baseball. After dinner on long summer nights, he would sit beside me in our small enclosed porch to hear my account of that day’s Brooklyn Dodger game. Night after night he taught me the odd collection of symbols, numbers, and letters that enable a baseball lover to record every action of the game. Our score sheets had blank boxes in which **we** could draw our own slanted lines in the form of a diamond as we followed players around the bases. Wherever the baserunner’s progress stopped, the line stopped. He instructed me to fill in the unused boxes at the end of each inning with an elaborate checkerboard design which made it absolutely clear who had been the last to bat and who would lead off the next inning. By the time I had mastered the art of scorekeeping, a lasting bond had been forged among my father, baseball, and me.

All through the summer of 1949, my first summer as a fan, I spent my afternoons sitting cross-legged before the squat Philco radio which stood as a permanent fixture on our porch in Rockville Centre, on the South Shore of Long Island, **New** York. With my scorebook spread before me, I attended Dodger games through the courtly voice of Dodger announcer Red Barber. As he announced the lineup, I carefully printed each player’s name in a column on the left side of my sheet. Then, using the standard system my father had taught me, which assigned a number to each position in the field, starting with a ‘1’ for the pitcher and ending with a ‘9’ for the right fielder, I recorded every play. I found it difficult at times to sit still. As the Dodgers came to bat, I would walk around the room, talking to the players as if they were standing in front of me. At critical junctures, I tried to make a bargain, whispering and cajoling while Pee Wee Reese or Duke Snider stepped into the batter’s box: “Please, please, get a hit. If you get a hit now, I’ll make my bed every day for a week.” Sometimes, when the score was close and the opposing team at bat with men on base, I was too agitated to listen. Asking my mother to keep notes, I left the house for a walk around the block, hoping that when I returned the enemy threat would be over, and once again we’d be up at bat. Mostly, however, I stayed at my post, diligently recording each inning so that, when my father returned from his job as bank examiner for the State of New York, I could re-create for him the game he had missed.

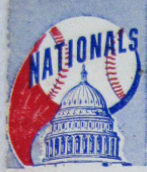
When my father came home from the city, he would change from his three-piece suit into long pants and a short-sleeved sport shirt, and come downstairs for the ritual Manhattan cocktail with my mother. Then my parents would summon me for dinner from my play on the street outside our house. All through dinner I had to restrain myself from telling him about the day’s game, waiting for the special time to come when we would sit together on the couch, my scorebook on my lap.

“Well, did anything interesting happen today?” he would begin. And even before the daily question was completed I had eagerly launched into my narrative of every play, and almost every pitch, of that afternoon’s contest. It never crossed my mind to wonder if, at the close of a day’s work, he might find my lengthy account the least bit tedious. For there was mastery as well as pleasure in our nightly ritual. Through my knowledge, I commanded my father’s undivided attention, the sign of his love. **It would instill in me an early awareness of the power of narrative, which would introduce a lifetime of storytelling**, fueled by the naive confidence that others would find me as entertaining as my father did.

...These nightly recountings of the Dodgers’ progress provided my first lessons in the narrative art. From the scorebook, with its tight squares of neatly arranged symbols, I could unfold the tale of an entire game and tell a story that seemed to last almost as long as the game itself. At first, I was unable to resist the temptation to skip ahead to an important play in later innings. At times, I grew so excited about a Dodger victory that I blurted out the final score before I had hardly begun. But as I became more experienced in my storytelling, I learned to build a dramatic story with a beginning, middle, and end. Slowly, I learned that if I could recount the game, one batter at a time, inning by inning, without divulging the outcome, I could keep the suspense and my father’s interest alive until the very last pitch. Sometimes I pretended that I was the great Red Barber himself, allowing my voice to swell when reporting a home run, quieting to a whisper when the action grew tense, injecting tidbits about the players into my reports. At critical moments, I would jump from the couch to illustrate a ball that turned foul at the last moment or a dropped fly that was scored as an error.

...All through that summer, my father kept from me the knowledge that running box scores appeared in the daily newspapers. He never mentioned that these abbreviated histories had been a staple feature of the sports pages since the nineteenth century and were generally the first thing he and his fellow commuters turned to when they opened the **Daily News** and the **Herald Tribune** in the morning. I believed that, if I did not recount the games he had missed, my father would never have been able to follow our Dodgers the proper way, day by day, play by play, inning by inning. In other words, without me, his love of baseball would be forever unfulfilled.

Primary Resource 14:



CLARK C. GRIFFITH President
 CALVIN R. GRIFFITH Vice President
 WOOTTON E. YOUNG Vice President

Washington
AMERICAN LEAGUE BASE BALL CLUB

EDWARD B. EYNON, JR. Secretary and Asst. Treasurer
 STANLEY R. HARRIS Manager
 OSSIE L. BLUEGE Farm Director
 H. GABRIEL MURPHY Treasurer

OFFICES: 7TH STREET AND FLORIDA AVENUE, N.W.
DUPONT 7-6333 WASHINGTON 1, D.C.

December 9, 1953

1053

Mrs. Davis Sandlin
Chattanooga Baseball Club
Chattanooga, Tenn.

Dear Mrs. Sandlin:

I am enclosing an application card in behalf of a Cuban player...RAUL (FUIG) LAGO, whom Cambria signed to a Charlotte contract with the understanding that he would be given the opportunity of attending the School.

I dont know whether he is colored or not, have written Joe that in the event he is that we cannot have in the school and for him to govern himself accordingly.....

So, as a matter of record please file this with your other applications. If he's white all go and well, if not, he stays home.....

Regards,

OLE/bt

Ossie Bluege

Ossie

Lago

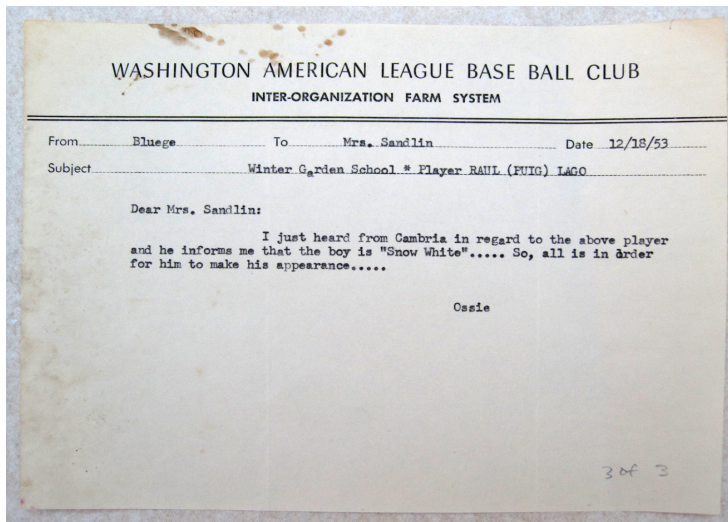
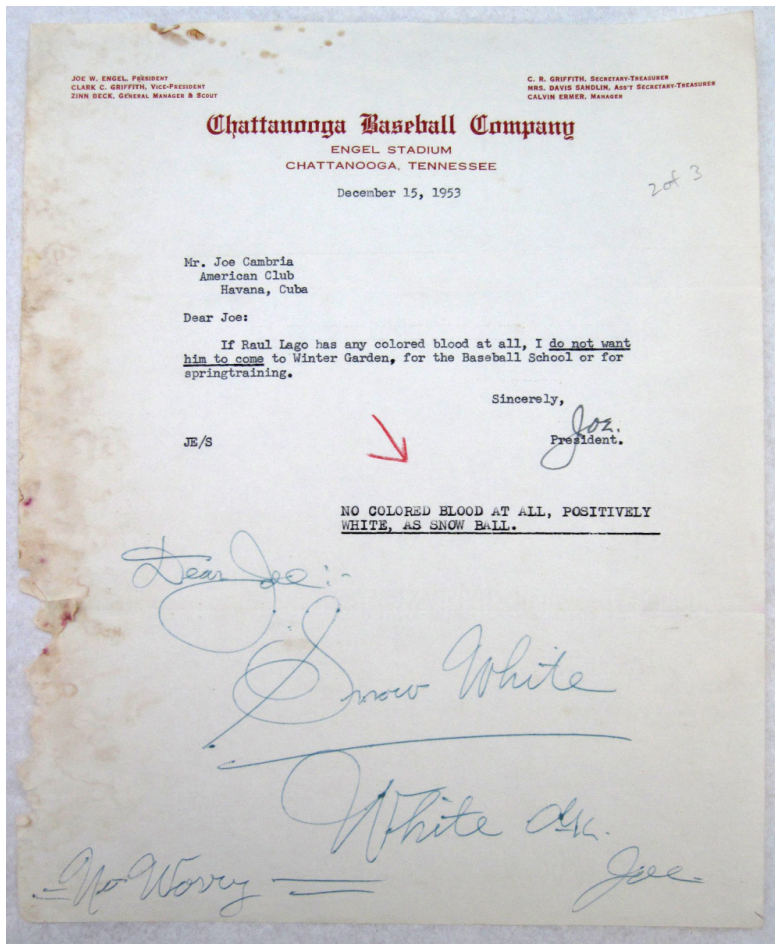
*Miss L. Frazer
920-64k.*

*If any colored blood
want to know now.*

*Red Smith
Toledo*

Home base.

10/21/26 1 ds 2.



Correspondence between the Washington AL Club and the Chattanooga Baseball Company regarding the racial identity of Raul Lago, December 1953
Courtesy of LTC (R) Dave Grob



Herman Goldberg's internal passport for Olympic athletes, 1936
 Gift of Yehuda Nir in memory of his father, Samuel Grunfeld, Museum of Jewish Heritage, NY

Primary Resource 16:



Thelma "Tiby" Eisen swings a baseball bat, 1945



Justine Siegal

Primary Resource 17: “Free Minds and Hearts at Work,” by Jackie Robinson

At the beginning of the World Series of 1947, I experienced a completely new emotion, when the National Anthem was played. This time, I thought, it is being played for me, as much as for anyone else. This is organized major league baseball, and I am standing here with all the others; and everything that takes place includes me.

About a year later, I went to Atlanta, Georgia, to play in an exhibition game. On the field, for the first time in Atlanta, there were Negroes and whites. Other Negroes, besides me. And I thought: What I have always believed has come to be.

And what is it that I have always believed? First, that imperfections are human. But that wherever human beings were given room to breathe and time to think, those imperfections would disappear, no matter how slowly. I do not believe that we have found or even approached perfection. That is not necessarily in the scheme of human events. Handicaps, stumbling blocks, prejudices—all of these are imperfect. Yet, they have to be reckoned with because they are in the scheme of human events.

Whatever obstacles I found made me fight all the harder. But it would have been impossible for me to fight at all, except that I was sustained by the personal and deep-rooted belief that my fight had a chance. It had a chance because it took place in a free society. Not once was I forced to face and fight an immovable object. Not once was the situation so cast-iron rigid that I had no chance at all. Free minds and human hearts were at work all around me; and so there was the probability of improvement. I look at my children now, and know that I must still prepare them to meet obstacles and prejudices.

But I can tell them, too, that they will never face some of these prejudices because other people have gone before them. And to myself I can say that, because progress is unalterable, many of today’s dogmas will have vanished by the time they grow into adults. I can say to my children: There is a chance for you. No guarantee, but a chance.

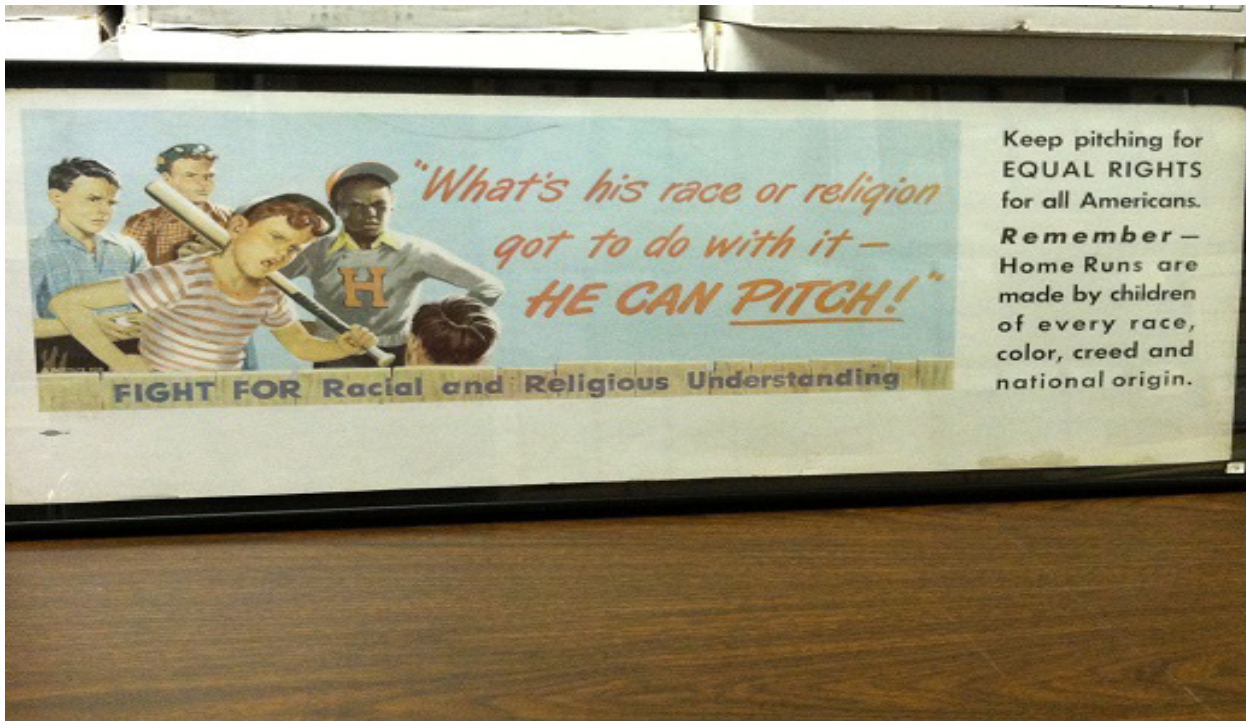
And this chance has come to be, because there is nothing static with free people. There is no Middle Ages logic so strong that it can stop the human tide from flowing forward. I do not believe that every person, in every walk of life, can succeed in spite of any handicap. That would be perfection. But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow.

I believe in the human race. I believe in the warm heart. I believe in man’s integrity. I believe in the goodness of a free society. And I believe that the society can remain good only as long as we are willing to fight for it—and to fight against whatever imperfections may exist.

My fight was against the barriers that kept Negroes out of baseball. This was the area where I found imperfection, and where I was best able to fight. And I fought because I knew it was not doomed to be a losing fight. It couldn’t be a losing fight—not when it took place in a free society.

And; in the largest sense, I believe that what I did was done for me—that it was my faith in God that sustained me in my fight. And that what was done for me must and will be done for others.

Primary Resource 18:



Poster, Cincinnati, OH, 1948
Jewish Historical Society of Greater Washington

Appendix B

WORKSHEETS

Team-Member Profile

1-1

[Put Picture Here]

Name:

Age:

About Me:

Team Qualities:

You're super-excited because your team just won a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?

You're depressed because your team just lost a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?

It's a close game and there's not much time left. A member of the other team goes up for a shot, but you block the shot and recover the ball. You pass to a teammate who drives and scores at the other end. But wait—the ref calls a foul on you! You know you didn't touch the other player – it was a clean block. What do you do? How do you react?

You're open in the end-zone and your friend throws you the perfect spiral pass. You dive to make the catch, but the ball hits the ground a split second before you grab it. It's an incomplete pass. But nobody else saw it hit the ground. They're all congratulating you on an amazing catch. What do you say?

You're the best player on the team. Everybody knows that. But the coach has decided to put Sam in the game instead of you, because Sam hasn't gotten much playing time this season. Sam drops a fly ball and grounds out at first. You know you could do a lot better. What do you say to the coach?

You come up to the plate and the other team's catcher starts making wise cracks about you. The umpire doesn't hear it, but some of the other players on the opposing team start snickering and laughing along. What do you do?

Ballpark Checklist

1-3

Look for these things at the stadium. Mark them when you find them.

- A cheering fan
- A pitcher
- A coach
- Someone selling hot dogs
- An umpire
- Someone selling tickets
- A security guard
- A mascot
- Green grass
- White lines
- A scoreboard
- Someone hitting the ball
- Someone catching the ball
- A homerun

Draw or describe your favorite thing at the game:

Why do you like it?

Image Analysis Worksheet

2-1

Step 1: Observation

Study the image in Primary Resource 1 for one minute. Form an overall impression of the image. Then carefully examine individual details.

Step 2: Record your observations

List the setting(s), people, objects, and activities seen in the image. *Be as specific as possible!*

Setting(s). Where?

People. Who?

Objects. What **things**?

Activities. What **actions**?

Step 3: Conclusions

Based on your observations, list two conclusions that you can draw from this image:

1.

2.

1) Take a close look at this object. Describe some of the words and images you see on it.

2) What do you think this object is? Why do you say that?

3) What does this object say about Hank Greenberg and his accomplishments?

Read the poem together out loud. Then discuss the following questions:

- 1) According to the poet, Edgar Guest, why didn't the Irish baseball fans like it when they first heard of Greenberg's fame?

- 2) What made them change their minds?

- 3) In the end, why did they honor him?

- 4) What do you think about Greenberg's actions at the end?

My Role Model

2-5

[Put Picture Here]

My role model is:

About my role model:

Why this is my role model:

Calculating Your Stats

2-6

With your partner, take turns rolling the dice. Each roll of the dice will be one “at bat.”

Step 1: Roll one die. If you roll a 1 or 2 it’s a “hit.” If you roll a 3, 4, 5, or 6, it’s an “out.”

Step 2: If you get an out, it is now the other partner’s turn to roll.

If you get a hit, you now roll two dice to determine what type of hit it is.

- 1-6 is a single
- 7-9 is a double
- 10 is a triple
- 11-12 is a homerun

Tally your data in the table below as you go.

Keep rolling until you’ve reached the number of at bats assigned by your teacher.

AB (At Bats)	H (Hits)	2B (Doubles)	3B (Triples)	HR (Homeruns)	Avg (Batting Average)

After you’ve finished rolling, record your stats below (in numerals):

AB (At Bats)	H (Hits)	2B (Doubles)	3B (Triples)	HR (Homeruns)	Avg (Batting Average)

Then, answer the following questions:

- 1) What percentage of your at bats were hits?
- 2) What percentage of your hits were singles?

- 3) What percentage of your hits were doubles?

- 4) What percentage of your hits were triples?

- 5) What percentage of your hits were homeruns?

- 6) A batter's slugging percentage is a measure of a hitter's power (although it's not technically a percentage). It's the player's total bases divided by at bats. Here's how it is calculated:

$$\text{Slugging Percentage} = \frac{(\text{Singles}) + (2 \times \text{Doubles}) + (3 \times \text{Triples}) + (4 \times \text{Homeruns})}{\text{At Bats}}$$

What's your slugging percentage?

Baseball Card Abbreviations:

- G - Games (played)
- AB - At Bats (walk, sacrifice, and hit by pitch do not count as an at bat)
- R - Runs (scored)
- H - Hits (total)
- 2B - Doubles
- 3B - Triples
- HR - Home Runs
- RBI- Runs Batted In
- SB - Stolen Bases
- Avg - Batting Average

Civil Rights Milestones

3-2

Abolition of Slavery

First African American in the US Marines (since the American Revolution)

Integration of Major League Baseball

Integration of the US Military

Integration of Schools (Brown v Board of Ed)

Montgomery Bus Boycott

The last Major League Baseball Team Integrates

Integration of Ole Miss

Civil Rights Act

Voting Rights Act

First African American US senator (since Reconstruction)

First African American Appointed to the US Supreme Court

First African American Manager in Major League Baseball

A League of Their Own

3-3

- 1) Why did people feel there was a need to start a women's professional baseball league at this time?
- 2) How did the policies of the league and the response of the fans reflect attitudes toward women at the time?
- 3) How have attitudes about women changed since then? In what ways have they stayed the same?
- 4) What do you think it meant to these women to play baseball?
- 5) Do you think there could be a league like this today? Do you think there should be?

Pitchers often rub their hands in the dirt between pitches to prevent slippery hands. Legend has it that in the 1890s, a groundskeeper in Baltimore would mix soap chips into the dirt around the pitcher's area. While Baltimore's pitchers knew not to use the dirt around the mound, unsuspecting pitchers from the visiting team would end up with slippery, soapy hands.

In 1948, Cleveland Indians pitcher Bob Feller used a telescope to secretly read the opposing catcher's signs and relay them to the Indians' hitters before each pitch. There was no rule against this at the time.

Bill Veeck, a former baseball owner of various minor and major league teams, once arranged to have tiny hand-held mirrors sold in his stadium, so that home-team fans could hamper the opposing team's batters by reflecting the sun directly into their eyes.

In the late 1960s, Cubs manager Leo Durocher once placed a secret listening device (a "bug") in the opposing team's locker room at Wrigley Field to gather information about the visiting team's strategy.

When it started raining during the 4th inning of a game between the Detroit Tigers and Milwaukee Brewers on Aug. 1, 1972, the Brewers were ahead. Hoping that the game would be cancelled before it became official, the Tigers actively tried to slow the game down. One of the Tiger's outfielders intentionally did not catch an easy fly ball, and the Tiger's pitcher made repeated throws to first even though the base runner had taken no lead.

In a game between the Yankees and the Toronto Blue Jays in 2007, Toronto third baseman Howie Clark was about to catch a Yankee pop fly when he backed off at the last second. The ball hit the ground and a run scored. Why did he back off? Just at that moment, the Yankees' Alex Rodriguez yelled out as he ran past Clark, making Clark think that the shortstop, John McDonald, had called for the ball. The play was not illegal.

A common ruse: A batter pretends to have been hit by an inside pitch, even though it did not actually hit him.

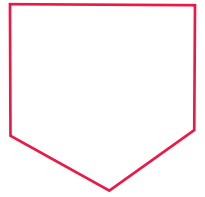
Another common occurrence: The catcher tries to distract a hitter by taunting him, getting him to laugh, or even flattering him.

Timeline

A CENTURY AND A HALF OF BATS + BALLS

Trace the sport's major milestones, as well as events and characters both legendary and little known. Events related to the history of Jews and Baseball appear in blue.

From a scrappy amateur game, baseball grew into our national pastime and a multibillion-dollar industry. It continues to evolve as our country changes.



1800–1919

1. 1845: In the first recorded game, the Knickerbocker Base Ball Club plays...the Knickerbocker Base Ball Club. It's an intramural affair at Hoboken's Elysian Fields.
2. 1846: David Hart umpires a game for the Knickerbocker Base Ball Club.
3. 1866: Lipman Pike, of Dutch-Jewish heritage, hits 6 HRs home runs (5 in succession) for the Philadelphia Athletics, winning 67–25 against the Alert Club of Philadelphia (which apparently wasn't quite so alert after all).
 - a. Graphic panel of Peter Horvitz's Lipman Pike cdv
4. 1871: The 9-team National Association of Professional Base Ball Players, America's first professional league, plays its first game on May 4.
5. 1879: William Edward White becomes the first African American to play in the Majors...for just one game with the Providence Greys.
6. 1882: Louis Kramer, Aaron Stern, and others organize a second major league: the American Association. Kramer and Stern, with the Cincinnati Reds, are the first Jews with ownership stakes in a major league club.
7. 1900: Barney Dreyfuss buys the Pittsburgh Pirates, which he owns until his death 32 years later. In 1903, Dreyfuss invents the World Series, where the Boston Pilgrims sink his Pirates.
8. 1909: Former St. Louis Cardinals manager Louis Heilbroner creates baseball's first statistical bureau. Four years later, brothers Al and Walter Elias found the Elias Sports Bureau—still official statistician of Major League Baseball (MLB).
9. 1919: Eight Chicago White Sox players conspire with gamblers to throw the World Series. Reeling from the scandal, MLB places its bet on Judge Kenesaw Mountain Landis, hiring him for the brand new office of Commissioner.

1920–1957

1. 1920: New York buys Babe Ruth from Boston. Rube Foster founds the Negro National League.
2. 1926–27: Abe Povich (brother of Shirley, uncle of Maury) plays for the Hebrew All-Stars, who face off against the Knights of the Ku Klux Klan and split two contests.
 - a. Graphic panel of the Washington Post story (emailed to Rit 1.7.14)
3. 1931: Syd Cohen joins the Mexican-based Nogales Internationals of the Arizona-Texas League. Amid complaints that Nogales relies too heavily on US players, its manager introduces the Spanish-speaking Cohen as "Pablo Garcia."
4. 1934: A Florida hotel bars Jewish players Harry Danning and Phil Weintraub, in town for spring training with the Giants. The management relents only after Giants manager Bill Terry threatens to move the entire team to another hotel.
 - a. NMAJH 1992.4.89 Harry Danning card, 1940 (A-0180)
 - b. Stoll collection Weintraub card, n.d. (A-0198)
5. 1935: Babe Ruth retires. The American League names Hank Greenberg its Most Valuable Player; he is the first Jewish player awarded this title.
6. 1938: Abram J. Shorin and his three brothers found the Topps Chewing Gum Company—and in 1951 hit a homer with a line of baseball cards. Topps still produces its famed collectibles.
7. 1942: Play ball! FDR gives a green light to let professional baseball continue during WWII.
8. 1947: Jackie Robinson plays for Brooklyn on April 15. When the Cleveland Indians sign Larry Doby the following January—followed later by Satchel Paige and Minnie Miñoso—both leagues are racially integrated.
9. 1953: Al Rosen is unanimously voted the American League's Most Valuable Player—the first player since Hank Greenberg (1935) to receive all first-place votes.
 - a. NMAJH 1990.55.1 Al Rosen button (A-0148)

1958–1994

- 1959: Dodgers relief pitcher Larry Sherry wins two World Series games for the Los Angeles Dodgers and saves the other two Dodger victories, an unparalleled feat.
 - Sherry card from the Stoll collection (A-0157)
- 1962: Jackie Robinson is the first African American player inducted into the Baseball Hall of Fame.
- 1966: Marvin Miller becomes executive director of the Major League Baseball Players Association. He improves the bargaining rights of MLB players, securing their economic standing for decades and creating one of America's strongest labor unions.
- 1971: On June 3, Ken Holtzman becomes the first Cub since Larry Corcoran to pitch two no-hitters (Corcoran had three, from 1880 to 1884).
 - Holtzman cap from this no-hitter, loan from HoF (A-0162)
- 1973: Ron Blomberg of the New York Yankees becomes MLB's first regular-season designated hitter when he faces right-hander Luis Tiant at Fenway Park on April 6.
 - Blomberg's bat from the first DH, loan from HoF (A-0147)
- 1967: Minnesota's Carleton College introduces Rotblatt, an annual one-day, nine-hour, 100+ inning softball match reputedly named by a student with a vintage trading card of White Sox pitcher Marv Rotblatt. Carleton still hosts the merry marathon event.
- 1979: Daniel Okrent and friends, while dining at La Rotisserie restaurant in New York City, invent Rotisserie baseball, forerunner of the fantasy sports leagues.
- 1988: In a nod to noshers, the Baltimore Orioles offer kosher food the year before Camden Yards opens.
- 1994: The longest strike in baseball history begins on August 12, cancelling the World Series for the first time in 89 years. Players return to work the following spring.

1995–present

- 1995: Los Angeles Dodgers pitcher Hideo Nomo is named National League Rookie of the Year, the first Japanese player to win a Major League Baseball award.
- 1997: On the 50th anniversary of Jackie Robinson's first Dodgers game, all Major League play stops for fans nationwide to watch a special presentation at Shea Stadium in which Acting Commissioner Bud Selig retires Robinson's #42 in perpetuity, except for players currently wearing that number.
- 2000: Ichiro Suzuki is the first Japanese-born position player to sign with a Major League team, the Seattle Mariners. Concession stands at Seattle's SAFECO Field introduce "Ichiroll" sushi in his honor.
- 2002: Theo Epstein signs with the Boston Red Sox at age 28, the youngest general manager in Major League history.
- 2002: On May 23, Los Angeles Dodger Shawn Green hits four home runs in one game against the Milwaukee Brewers, joining only 15 others (in both leagues) who had achieved that feat. Green also sets a new MLB mark, going 6 for 6, with 19 total bases.
 - Stoll collection card from 2002 season (A-0251)
- 2007: Ryan Braun of the Milwaukee Brewers is the first Jewish player named Rookie of the Year.
 - Stoll collection card (A-0250)
- 2010: The Chico Outlaws of the Golden Baseball League draft female pitcher Eri Yoshida, formerly of Japan's Kansai Independent Baseball League—the first woman to play professionally alongside men in America since Ila Borders, and the first to play professional baseball in two countries.
- 2011: Justine Siegal is the first woman to pitch batting practice for a Major League team, the Cleveland Indians. She later repeats that role for the A's, Rays, Cardinals, Mets, and Astros.
- 2013: Ryan Braun receives a 65-game suspension for violating MLB's antidrug policy.

GLOSSARY

Acculturation – The adoption by an individual or group of the behaviors and practices of the surrounding culture.

Assimilation – The process by which an individual or group becomes absorbed into the dominant cultural group.

Civil Rights – The fundamental freedoms and privileges afforded to all citizens, such as the right to vote, freedom of expression, and freedom from discrimination. The Civil Rights Movement refers to the efforts made by African Americans and others in the 1950s and 60s to eliminate segregation and establish equal rights for all, regardless of race.

Community – A group that shares common characteristics, attitudes, interests, or goals, and often feels a sense of fellowship with each other.

Discrimination – The unfair treat of an individual or group based on prejudice.

Diversity – The presence of different types of people within a group. Diversity could reflect variety in terms of culture, race, gender, class, or other characteristic.

Ethical Behavior – Actions that follow standards of good or morally right conduct, as defined within a particular society.

Identity – characteristics, qualities, beliefs, and group affiliations that define a person and make him or her unique.

Immigrant – An individual who comes to live in a new country.

Integration – Attempts to challenge policies that separate or segregate people of different races or ethnic backgrounds. In baseball, integration began in 1947 when Jackie Robinson became the first African American in 80 years to play in the Major Leagues .

Racism – A belief that people of certain racial backgrounds are inherently inferior to others. Racism can also refer to hatred or intolerance based on this belief.

Role Model – A person who, based on his or her behavior or accomplishments, is looked to as an example for others to follow.

Social Justice – A belief that all individuals should have equal rights and opportunities regardless of race, religion, class, or other divisions. When people work for social justice, they strive for a society that provides for the social, political, and personal needs of all its citizens.

Sportsmanship – The way one acts or reacts while engaged in competition. When one exhibits “good sportsmanship” he or she exhibits positive attitudes and behaviors, such as self-control, fairness, respect for others, and graciousness in winning and losing.

Teamwork – The act of working together cooperatively to achieve a common goal.

Values – The moral ideals, principles, or standards of a person or group. Values reflect beliefs about right and wrong and what is important in life. One’s values influence his or her attitudes and actions.

Additional Resources for Teachers and Students

Books for Teachers

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White, G. Edward. *Creating the National Pastime: Baseball Transforms Itself, 1903-1953*. Princeton: Princeton University Press, 1996. 245-274.

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Negro Leagues Baseball Museum |
| http://baseballhall.org/
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ABOUT THE WEITZMAN

The Weitzman National Museum of American Jewish History, located on Historic Independence Mall in Philadelphia, explores the powerful, joyful, and true stories of American Jews from their arrival on these shores nearly four centuries ago to the present day.

Education is at the heart of who we are and what we do here at The Weitzman. From national curricula in public school classrooms across the country, to docent interactions for visitors to our Museum on Independence Mall in Philadelphia, our goal is to teach the vibrant, diverse, and true stories of Jewish life in America, bringing American history to life and creating connections in unexpected ways for learners of all ages and backgrounds. The through-line of our work lies at the intersection of Jewish values and American ideals, unleashing the power of education as a potent antidote to antisemitism.

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