

Waynesburg University TPS Unit Outline



Title of Learning Unit: You Can't Play (Integration of Baseball)

Subjects: History, Civil Rights, Language Arts

Grade Level/Range: K-2

Overarching Goal or Concept for the Learning Unit: Students will become aware of issues in society, which may still exist today, even with the progress which has been made.

Overview: The main goal of this center is to engage children with real life problems and issues which are faced in everyday life through a topic which is relatable, baseball. Prior to participating in this center students will be read a newspaper article on the first two native born Cubans to join the major leagues. After reading this story students will either look at a picture of integrated and segregated teams and draw a picture of their reactions to these pictures with a sentence label or write a three sentence reaction to the materials. The questions they will be responding to will be along the lines of: "How would you feel if you couldn't play for any team? How would you feel if someone told you were different/not good enough to play with everyone else? Once the activity has been completed students work will be discussed and then showcased around the classroom.

Written By: Robi Arbogast, Brandon Glenn, and Rachel Red-Horse

Date: 12/4/2015

Pre-instructional Assessment/Introduction: This center will be introduced with a question asked by the teacher: Can each of you think of something you really love to do like dancing or a sport? Students will then share these things. How would you feel if you were told you couldn't dance or play the sport you loved with the friends you had because you were different, because they were white and you weren't? Things used to be done this way. Not too long ago blacks, Asians, Indians, Hispanics, and Mexicans were told they could not play baseball with white people. They had to have their own teams and these teams didn't have quite as nice stuff and people didn't really pay much attention to them. I'm going to read you a newspaper article about two men who broke this rule and helped change baseball so everyone, no matter where they came from could play together.



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Title of Lesson/Activity #1

How Would You Feel?

Overview of Lesson

In this center students will learn about the first two Cuban men to play for the major league. By looking at primary sources students will connect emotionally with the feelings outcast players may have felt and put themselves in their shoes. By responding to prompts students will be able to express these feelings.

PA Standards

8.1.2.B: Identify documents relating to an event.

8.2.2.D: Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar and spelling.

CC.1.4.2.G: Write opinion pieces on familiar topics or texts.

Investigative Question for this activity

How would you feel if you were treated differently because of the way you look or who you are?

Objective(s)

1. Given the primary source students will be able to think about the players and their perspectives and write three sentences from this point of view
2. Given the primary sources students will be able to relate past struggles with civil rights to present day struggles.

Print Sources:

The following sources should be printed 8.5x11 from this primary source set:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/baseball/>

1. Armando Marsons Article and picture
2. "Negro Marines...and white...officers are teammates. Camp Lejeune" (photo)
3. "[Cover of the Spanish-American edition of 'Spalding's Official Base Ball Guides]"
4. "The Maine Base Ball Club. All Blown Up at Havana"
5. "Waseda University Baseball Team to Visit U.S., now in Honolulu"

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Student Learning Process:

1. Teacher will ask students, “Can each of you think of something you love to do? Something that makes you really happy like playing a sport or dancing? Well how would you. How would you feel if you were told you couldn’t dance or play the sport you loved with the friends you had because you were different, because they were white and you weren’t? Things used to be done this way. Not too long ago blacks, Asians, Indians, Hispanics, and Mexicans were told they could not play baseball with white people. They had to have their own teams and these teams didn’t have quite as nice stuff and people didn’t really pay much attention to them. I’m going to read you a newspaper article about two men who broke this rule and helped change baseball so everyone, no matter where they came from could play together.”
2. Teacher will read to students and then tell them, “Now that you’ve heard about some people that changed things all of you are going to get a chance to answer some questions at our new center. Teacher will incorporate this center into the rotation.
3. While at the center students will look at primary source picture of integrated and segregated teams and then answer the question: If you were told you couldn’t do something because of who you were how would you feel? Students will be asked to answer the question in three sentences.

Closure:

Once centers are over students will be asked to share their responses to the pictures and the question with the center. After sharing the work will be put up around the classroom.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who cannot write three sentences will be allowed to simply draw a picture in response to the question and label it

Informal Assessment:

Teacher will look at the sentences, which were written in the center.

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Lesson/Activity #2

Title of Lesson/Activity #2

The Forgotten League

Overview of Lesson

Students will learn about the Negro Leagues of baseball and how Jackie Robinson broke the racial barrier. Students will discuss the conflicts of the era and ways conflict might have been resolved. Students will also practice ordering events.

PA Standards

- 8.1.1.A. Demonstrate an understanding of chronology.
- 8.1.1.B. Identify a problem or dilemma surrounding an event.
- 8.2.1.D. Identify historical conflict in a community.
- 8.3.1.A. Identify Americans who played a significant role in American history.
- 8.3.1.D. Identify conflict and describe ways to cooperate with others by making smart choices.

Investigative Question for this activity

What was the conflict of this time period that Jackie Robinson faced on a daily basis?

Objective(s)

After listening to *Teammates*, students will discuss issues concerning race and segregation and ways to work with others to resolve conflict with classmates and teacher.

After listening to *Teammates*, students will identify an American that broke the race barrier that existed in professional baseball and American History.

After reading and listening to the article titled *About the Negro Leagues*, students will chronologically order the events of the article with 100% accuracy.

Print Sources:

“Baseball Game Program for Kansas City Monarchs and Indianapolis Clowns”

“A Branch Grows in Brooklyn”

“Baseball’s First Negro”

“[Jackie Robinson and Pee Wee Reese with two other baseball players from the Brooklyn Dodgers baseball team sitting on the bench in the dugout]”

“About the Negro Leagues”

Online Collections/Exhibits/Websites:

- <http://rs6.loc.gov/mss/mssmisc/0001/002001r.gif>
- <http://www.loc.gov/collections/jackie-robinson-baseball/articles-and-essays/baseball-the-color-line-and-jackie-robinson/baseball-game-program-for-kansas-city-monarchs-and-indianapolis-clowns/>
- <http://blackhistory-101.com/branch-rickey/>
- <http://www.loc.gov/item/2008679074/>
- http://www.scholastic.com/breakingbarriers/pdfs/negro_leagues.pdf

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Student Learning Process:

1. First, the teacher will read *Teammates* by Peter Golenbock to the class. Students will be in groups of 4 or 5 and will have copies of the primary sources. Groups will hold up their primary sources when it relates to the parts of the story, the teacher may need to verbally prompt a group.
2. Students will work with their group for approximately 15-20 minutes and complete an activity related to each primary source. The teacher will work with one particular group throughout this process.
3. The activities related to each primary source are as follows (each primary source will include questions, provided in the book backdrop, on the back of the source):
 - i. Jackie Robinson and Pee Wee Reese in dugout: Students will investigate this primary source and think about what it would be like to have someone stand up for them or support them. Students will draw a picture of how they would feel if they were in Jackie's shoes. Students will describe the emotion using a few words.
 - ii. Baseball's First Negro: Students will think about the man who broke baseball's race barrier. Students will discuss who it was that broke the barrier and how important that was. Students will draw a picture of Jackie Robinson and label it.
 - iii. A Branch Grows in Brooklyn: This will be a teacher led activity. Students will discuss the conflict that existed in society when Jackie Robinson first started playing. They will discuss if this was a common conflict during that time. Students will also think about how they might have cooperated with someone to make smart choices like Mr. Rickey or Pee Wee did to help Jackie. Students will answer questions about how Mr. Rickey might have felt when he chose Jackie Robinson. Why would Mr. Rickey bring Jackie to the pros?
 - iv. Baseball Game Program for Kansas City Monarchs and Indianapolis Clowns: Students will be given this primary source along with the Scholastic article, *About the Negro Leagues*, and a teacher made recording of the article. Students will also receive notecards (see below) to match with different dates to arrange chronologically. Students will correctly order the information using the article provided.
4. Students will lead their own investigations and use the connections made with the story to guide their thoughts. Students will have some freedom and choices for leading their own discussions as well as a chance for some teacher led discussion.

Closure:

Students will come together and talk about the conflict that existed during Jackie Robinson's life. Teacher will select students wearing (blue) colored shirts to participate in a game. Nobody else is allowed to participate in the game. Students will have a chance to shoot a basketball in a garbage can for a prize. Every shot made requires a step back from the garbage can. If a student misses

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they are out. After playing the game, ask the students that could not participate how they felt being excluded from the game. Discuss that this is how it was for African-Americans at the time Jackie Robinson started playing professionally.

Modifications/Accommodation Techniques for Students with Special Needs:

- For students that struggle with comprehension, the article for activity iv. will have the dates, related to the information provided, highlighted.
- Students may write more about their drawings if they are capable. The drawing and writing allows students to give the information they can based on their abilities.

Formal Assessment:

- iv. Teacher will check the timeline created by students before switching groups and mixing the cards up again. Groups will be given a check for completing correctly and an x for completing incorrectly.
- i. and ii. Teacher will collect the drawings made by students. They can use the drawings to make sure students understand that Jackie Robinson broke the race barrier. This will also demonstrate that students understand the emotions that Jackie Robinson may have felt throughout his career/life when facing prejudice.

Informal Assessment:

- iii. Teacher will make sure all students are engaged in the conversation and that everyone provides responses to questions. Teacher may record this information any way that they prefer.


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Activity iv. Article

http://www.scholastic.com/breakingbarriers/pdfs/negro_leagues.pdf

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ABOUT THE NEGRO LEAGUES



Before Jackie Robinson joined the Brooklyn Dodgers in 1947, breaking baseball's "color barrier," he had played for the Kansas City Monarchs of the Negro Leagues. Since the 19th century, black- and brown-skinned ballplayers were banned from Major League Baseball. A few players, such as Moses "Fleetwood" Walker and John W. "Bud" Fowler had played on white teams in the 1880s, but they were the exception.

By 1890, racism and "Jim Crow" laws promoted segregation between African-Americans and whites. Baseball team owners made a "gentleman's agreement" not to hire any African-Americans. Many black players formed their own teams. The teams would travel around the country playing "pickup" games with any team that would play with them. By the 1900s, African-Americans had formed their own baseball leagues.

In 1910, Andrew "Rube" Foster, a former player and manager, became owner of the all-black Chicago American Giants. In 1920, he helped organize the

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Negro National League. Determined to be successful, he controlled all the operations from equipment to scheduling to selling tickets. Soon other rival leagues formed across the country, and many became the pride of black communities. Another team, the Newark Eagles, was managed by Effa Manley, wife of owner Abe Manley. Tough-minded and shrewd, she was committed to her players and kept the team operating from 1936 to 1946. Effa Manley was the first woman inducted into the National Baseball Hall of Fame in 2006.


Life in the Negro Leagues was not easy. Teams struggled to make a profit. Players had to travel long distances, often in broken-down buses. They were paid very little, sometimes only \$100 a month. White ballplayers made three to four times more in the Major Leagues. Black players were not allowed to go to restaurants or hotels that served white customers. Gas stations closed their restrooms to them. But the players did not let these challenges stop them. They played for the love of the game and were determined to do their best.

Negro League players showed great teamwork and worked hard to impress the crowds. They developed an exciting style of play that was fast and daring. Players often stole bases and made opposing

pitchers nervous with intimidating talk. Before games they warmed up with an exercise called shadow ball. Players would throw and hit an imaginary ball, making close plays and diving catches. To many spectators, it looked like they were using a real ball. There were many excellent players in the Negro Leagues. Leroy Satchel Paige was a natural athlete who was primarily a pitcher. During his career he had 300 shutouts and played 2,500 games. Josh Gibson was

a great hitter with 900 career home runs. He could hit a ball more than 575 feet. Both Paige and Gibson were later inducted into the National Baseball Hall of Fame. Buck O'Neil had a great career with the Kansas City Monarchs. He later became the first African-American to coach a Major League team, the Chicago Cubs. After he retired from baseball, he helped found the Negro Leagues Baseball Museum in Kansas City, Missouri.

The Negro League teams survived through the Great Depression and World War II. After Jackie Robinson broke the color barrier by joining the Brooklyn Dodgers in 1947, Major League Baseball began to allow black players to join their teams. Many Negro League teams lost their star players and went out of business. But their legacy lives on—there are 35 players who played in the Negro Leagues inducted into the National Baseball Hall of Fame.




FIND OUT MORE:
Use the resource links below to research one of the Negro League teams. Put together a brief report on your findings and share it with your classmates.

STARTING YOUR RESEARCH:
Begin by locating a Negro League team for your report. Record the team's name, and research the following for your report:

- a brief history of the team, including how it began and ended
- the team's owner
- the team's best record, including the year
- the team's playoff history
- a list of two or three of the team's best players, the years they played, and their positions
- a brief description of any of the teams' players inducted into the National Baseball Hall of Fame

RESOURCES:
Negro League Museum: www.coe.ksu.edu/nl/museum/history/teams.html
Negro League Baseball.com: www.negroleaguebaseball.com/teams/teams_index.html
National Baseball Hall of Fame: <http://baseballhall.org/hall-famers>



The 1920 Pittsburgh Courier's of the Negro League pose for a photo in front of their team bus.

Events:

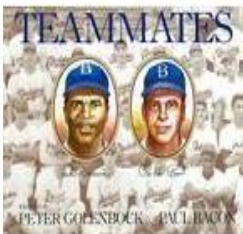

- 1880- Moses "Fleetwood" Walker and John W. "Bud" Fowler played on white teams.
- 1890- Jim Crow Laws and racism promoted segregation in America and baseball.
- 1910- Andrew "Rube" Foster became the owners of the, all-black, Chicago American Giants.
- 1936- Effa Manley managed the Newark Eagles
- 1947- Jackie Robinson broke the race barrier that existed in professional baseball.

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Book Backdrop

Created by: Brandon Glenn

Date: October 5, 2015

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| <p>Cover Image of Book</p>  | <p>Title of Book: <i>Teammates</i></p> <p>Author: Peter Golenbock</p> <p>Book Type/Genre:</p> <p>Setting and Time Period: 1940s, Brooklyn, New York</p> <p>Synopsis of Book: Jackie Robinson was the first African American in professional baseball. The Brooklyn Dodgers brought him up from the Negro Leagues in the 1940s. Many people were not happy and did not support Jackie Robinson. Pee Wee Reese took a stand one day in Cincinnati and declared that Jackie was his teammate. There is a mix of historical photos and watercolor illustrations by Paul Bacon.</p> | <p>Recommended Grade Level(s): Ages 5-8, K-3</p> <p>Major Topic/Theme(s): De-segregation of Baseball</p> <p>Curricular Connections/Subject(s): Language Arts, History:</p> |
| <p>Primary Source Thumbnail</p> | <p>Caption Publication Information Book Notes</p> | <p>URL</p> |
|  | <p>Title: Baseball Game Program for Kansas City Monarchs and Indianapolis Clowns</p> <p>Creator(s): Kansas City Monarchs</p> <p>Date Created/Published: July 21, 1954</p> <p>Book Notes: The Negro League is where Jackie Robinson was brought up from to play professional baseball. The story explains that the Negro League no longer exists. Students will read this particular page of the document and analyze the information about the team Jackie Robinson played for. Questions: How does this relate to the book we read? What does this article tell about the Negro League? When did it start? Who started it? What part of the article best connects to the book?</p> | <p>http://rs6.loc.gov/mss/mssmisc/0001/002001r.gif</p> <p>http://www.loc.gov/collections/jackie-robinson-baseball/articles-and-essays/baseball-the-color-line-and-jackie-robinson/baseball-game-program-for-kansas-city-monarchs-and-indianapolis-clowns/</p> |

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|---|--|--|
|  | <p>Title: A Branch Grows in Brooklyn Creator(s): Tim Cohane (LOOK Magazine), Harold Rhodenbaugh (photographer) Date Created/Published: Mar. 19, 1946</p> <p>Book Notes: Branch Rickey was the general manager of the Brooklyn Dodgers and was also the man that decided to bring Jackie Robinson to the pros regardless of his race. Questions: How might Mr. Rickey feel in this picture? Why might he feel that way? Why would he bring Jackie Robinson to his team? How does this relate to our story?</p> | <p>http://www.loc.gov/item/97519248/</p> <p>Note: This image is only available for full-size view and download onsite at the Library of Congress, but can be viewed here: http://blackhistory-101.com/branch-rickey/</p> |
|  | <p>Title: Baseball's First Negro Creator(s): Maurice Terrell (photographer), LOOK Magazine Date Created/Published: Nov. 27, 1945</p> <p>Book Notes: This is the first page of a magazine article about Jackie Robinson's breach of the racial barrier. The article contains 4 photos of Jackie Robinson. The three small images are of Robinson playing different sports at UCLA. Questions: Who is the man in the photograph? What is he doing in the photographs? What does this show us about Jackie Robinson's abilities?</p> | <p>http://www.loc.gov/item/97519259/</p> <p>Note: This image is only available for full-size view and download onsite at the Library of Congress.</p> |
|  | <p>Title: [Jackie Robinson and Pee Wee Reese with two other baseball players from the Brooklyn Dodgers baseball team sitting on the bench in the dugout] Creator(s): Kenneth Eide Date Created/Published: September 21, 1953</p> <p>Book Notes: Pee Wee Reese was the first player on the Brooklyn Dodgers to support Jackie Robinson. Questions: How did Jackie feel when the fans and his teammates did not support him? How do you think he felt when Pee Wee stood up for him? Does it look like Jackie and Pee Wee are friends in this photo? Why would you say that?</p> | <p>http://www.loc.gov/item/2008679074/</p> |

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Lesson/Activity #3

Title of Lesson/Activity #3 We Can Play Too

Overview of Lesson

Students will learn about stereotypes and gender roles and how this affected the world of baseball through reading a book. After reading the books students will discuss how the main character and other girls in the All-American Girls professional Baseball League and how they changed the game. Students will also use primary sources to make connections with the struggle these women faced and discuss the justice in this situation.

Investigative Question for this activity

What were some obstacles faced by female baseball players?

Objective(s)

*A. Students will be able to explain the meaning of the word "stereotype"
Students will be able to analyze a situation in which female baseball players challenged stereotypes
Students will be able to look at primary source articles and relate them to the struggle female baseball plyers faced
Students will be able to analyze primary source photographs and obtain visual information*

STANDARDS

8.3.2.A: Identify groups and organizations and their contributions to the United States.

8.1.2.B: Identify documents relating to an event.

8.1.2.C: Apply sources of historical information.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.4.2.B: Identify and introduce the topic.

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Print Sources:

<http://s3.amazonaws.com/EducationDownloads/Curriculum+Units/Women%27s+History/Dirt+-+Level+1/Women+1.3.2012.pdf>

1. *Players in Pigtails* by Shana Corey
2. Paper

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3. Pencils
4. Old magazines
5. Scissors
6. Glue
7. Construction paper
8. Whietboard/smartboard

Online Collections/Exhibits/Websites:

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1910-03-23/ed-1/seq-10/>
<http://chroniclingamerica.loc.gov/lccn/sn89066313/1915-05-05/ed-1/seq-3/>
<http://chroniclingamerica.loc.gov/lccn/sn93067846/1922-05-13/ed-1/seq-3/>

Student Learning Process:

1. Teacher will draw a Venn diagram on the board and title one circle: sports boys play, the other: sports girls play, and the middle will be: sports boys and girls play. The Venn diagram will be filled in as a whole group activity.
2. After the Venn diagram is complete the teacher will ask students, "Who makes the decision of whether girls or boys play a sport? Why are some sports only for girls or only for boys? Do you think it was always like that or do you think girls and boys might have both played those sports at one time?"
3. Teacher will then make a chart on the board with one side labeled: boy things and the other labeled: girl things, this will then be filled in as a whole group activity. "When we look at what we have on our list I want you to think about this: do all boys like to do the same things? Do all girls like to do the same things? You're right they don't. So, do you think some girls like to do "boy" things and some boys like to do "girl" things? Now who told you these things were only for boys or girls? Why do you think people label things as boy or girl things? Why can't they just be things?"
4. Have any of you ever heard the word stereotype? Where did you hear it? What could this word mean? Let's look at it this way, are all girls the same? Are all boys the same? Do they all look and act the same? Well that's what a stereotype says; it says that all of the people from one group are the same. Stereotypes can be categories we put people in based on one idea. The ideas we use to do this aren't always right. For example we have ___ on the boy things list but what if some girls like to do this too? Is it really a boy thing then? When we look at things as only boy or girl things we don't look at the whole picture.
5. Sometimes when people are put into stereotypes it can make them feel bad. Think how you would feel if you were a boy who loved pink and you made fun of because of this and people called you a girl or other names close to that, how would you feel? Or what if someone told you that you weren't smart because of the color of your hair?
6. I'm going to read you a book about a girl who helped change things in America by showing people that stereotypes about girls and sports weren't true.

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7. After reading the story the teacher will have students look at the three articles on the board and ask, how do you think the article saying girls shouldn't play sports, especially baseball, would have made girls feel? How is this article like the book we read? What about the other two articles?
8. What I want you to do now is take some time to think and come up with a list of things you like to do. Once you have your list I want you to come up to the table with all of the magazines and pick a piece of construction paper. Once you have your construction paper find picture of the things on your list in the magazines and cut them out then glue them to your construction paper.

Closure:

Once students are done with their collages they will be asked to write three to five sentences about one of the things on their collage and how it makes them different and how they feel about stereotypes.

Informal Assessment:

Student writing on of the picture from their collage and questioning throughout the lesson.

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Lesson/Activity #4

Title of Lesson/Activity #4 Little League Baseball

Overview of Lesson

In this lesson the students will learn about little league baseball teams. By looking at primary sources students will compare and contrast the similarities and differences of regular baseball teams and little league teams. By making a Venn diagram, as a group, the students will learn the differences.

PA Standards

8.2.2.C: Identify how commerce and industry and social organizations have changed over time in Pennsylvania.

CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.

CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

Investigative Question for this activity

What makes a little league baseball team different?

Objective(s)

-As a group, the students will verbally list similarities and differences between the two primary sources with teacher support.

-After reading and sorting fact cards, the students will make a vein diagram of the information with no more than two teacher redirections.

Print Sources:

1. "Members of the Mt. View Little League Team."
2. "The Maine base ball club"

Online Collections/Exhibits/Websites:

http://www.loc.gov/resource/afc1999008.afc1999008_cr_f_mhc101113/

<http://www.loc.gov/pictures/resource/cph.3a52824/>

Student Learning Process:

1. First the teacher will ask the students, has anyone ever played on a little league baseball team before? Then the teacher will ask, what does it mean to be a little league team? A little league team is made up of kids, like you. Well kids weren't always allowed to play baseball. How would that make you feel? We are going to look at a picture of a baseball team from the past and a picture of a little league baseball team that was not taken too long ago. As a class, we are going to say things that we see that are different and things that

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- we see that are the same. (Formative Assessment) I will then write them on the board separating them by category.
2. Next the students will split up into small groups to closely look at the pictures and match fact cards to either the baseball team from the past or the little league baseball team. Students will communicate with one another to determine what facts go where. After the students sort these facts they will put the information into a Venn diagram. (Formative Assessment)
 3. After the students have completed the Venn diagram, we will come back together as a class.

Closure:

As a closing activity we will come back together as a group and the students will share what they put in each section of the vein diagram while I make a correct one on the board for the students to use to self-assess.

Modifications/Accommodation Techniques for Students with Special Needs:

When the students are working in small groups, the struggling students will have small clip art on their cards to help them with sorting the information.

Informal Assessment:

- The students verbally telling the teacher similarities and differences between the pictures
- The students completing the vein diagrams in small groups

Post-instruction Assessment:

Students will be given a prompt to write about the change that has occurred in baseball and America. The prompt will be: "How has the game of baseball changed? What group(s) of people are now allowed to play baseball that were previously not allowed? How has this change occurred across American society as well?" Students will use the information that they have learned to write about how baseball has helped to equal the playing field across American society.

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Facts for Activity in Lesson #4

Girls were officially admitted to Little League on June 12, 1974.

Little League originated in Williamsport, Pennsylvania, in 1938

In 1947, the first league outside Pennsylvania began and the first tournament, later called the Little League World Series, was held.

Little League was played in over one hundred countries by 2000.

Teams consist of nine players who use a leather-covered hard ball, a wooden (in the professional game) or aluminum bat, and padded gloves.

The batter, catcher, and home-plate umpire wear special protective gear.

In 1869, Harry Wright organized the Cincinnati Red Stockings, baseball's first professional team.

The first baseball stadium built in the United States was Forbes Field, built in Pittsburgh in 1909. The first baseball stadium built in the United States was Forbes Field, built in Pittsburgh in 1909.

In baseball, the umpires used to sit in padded chairs behind the home plate before 1859.

Uniforms are worn.

Little League includes divisions for boys and girls ages 5-18.

You can be as young as 18 to play in the major leagues.

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Note: Information gathered from these sources:

<http://www.factmonster.com/ipka/A0768338.html>

http://www.encyclopedia.com/topic/Little_League.aspx






<http://www.encyclopedia.com/topic/baseball.aspx>

<https://kidskonnnect.com/sports/baseball/>

<http://www.littleleague.org/learn/about/divisions.htm>

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Bibliographic Organizer of Digital Sources

| Title of Learning Unit: You Can't Play | | |
|---|--|--|
| Thumbnail Image | Document Title, Author/Creator, Date | Library of Congress URL |
| Lesson #1: How Would You Feel? | | |
|  | "The Maine base ball club" Geo. C Mages 1898 | http://loc.gov/pictures/resource/cph.3a52824/ |
|  | Negro Marines prepare for action. Smith, Roger March 1943 | http://www.loc.gov/pictures/item/owi2001024282/PP/resource/fsa.8d16372/ |
|  | [Cover of the Spanish-American edition of "Spalding's Official Base Ball Guide"] American Sports Publishing Co. March 1913 | http://loc.gov/pictures/resource/ppmsc.00061/ |
|  | Waseda University baseball team to visit U.S., now in Honolulu | http://loc.gov/pictures/resource/ppmsca.18457/ |
|  | [Armando Marsans, Cincinnati Reds, baseball card portrait] American Tobacco Company 1912 | http://loc.gov/pictures/resource/bbc.1782f/ |
| Lesson #2: The Forgotten League | | |
|  | Title: Baseball Game Program for Kansas City Monarchs and Indianapolis Clowns Creator(s): Kansas City Monarchs Date Created/Published: July 21, 1954 | http://rs6.loc.gov/mss/mssmisc/0001/002001r.gif http://www.loc.gov/collections/jackie-robinson-baseball/articles-and-essays/baseball-the-color-line-and-jackie-robinson/baseball-game-program-for-kansas-city-monarchs-and-indianapolis-clowns/ |

Waynesburg University TPS Unit Outline

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|  | <p>Title: A Branch Grows in Brooklyn Creator(s): Tim Cohane (LOOK Magazine), Harold Rhodenbaugh (photographer) Date Created/Published: Mar. 19, 1946</p> | <p>http://www.loc.gov/item/97519248/</p> |
|  | <p>Title: Baseball's First Negro Creator(s): Maurice Terrell (photographer), LOOK Magazine Date Created/Published: Nov. 27, 1945</p> | <p>http://www.loc.gov/item/97519259/</p> |
|  | <p>Title: [Jackie Robinson and Pee Wee Reese with two other baseball players from the Brooklyn Dodgers baseball team sitting on the bench in the dugout] Creator(s): Kenneth Eide Date Created/Published: September 21, 1953</p> | <p>http://www.loc.gov/item/2008679074/</p> |
| <p>Lesson #3: We Can Play Too</p> | | |
|  | <p>The watchman and southron; Strength or Grace. N/A May 13, 1922</p> | <p>http://chroniclingamerica.loc.gov/lccn/sn93067846/1922-05-13/ed-1/seq-3/</p> |
|  | <p>University Missourian; Girls Play Real Baseball N/A May 05, 1915</p> | <p>http://chroniclingamerica.loc.gov/lccn/sn89066313/1915-05-05/ed-1/seq-3/</p> |
| <p>Lesson #4: Little League Baseball</p> | | |
|  | <p>"Members of the Mt. View Little League Team." Hufford, Mary April 15, 2000.</p> | <p>http://www.loc.gov/resource/afc1999008.afc1999008_crf_mhc10113/</p> |
|  | <p>The Maine Base Ball Club. Geo. C Mages 1898.</p> | <p>http://www.loc.gov/pictures/item/97518641/</p> |