

Genre Lesson: Biography/Autobiography**Learning Outcome**

Distinguish biography and autobiography using a story's point of view

Duration

Approximately 2 Days (40 minutes for each class)

Necessary Materials

Provided: Ice Queen: Biography or Autobiography? Handout, For the Love of Animals: Autobiography or Biography? Handout, Jackie Robinson: Biography or Autobiography? Worksheet (Student Packet, page 2)

Not Provided: *The Story of Jackie Robinson, Bravest Man in Baseball* by Margaret Davidson

Lesson Plan

- **ACTIVATION & MOTIVATION**

Play "Three Times the Charm." First, tell students a brief story about your morning. For example, "Today I rolled out of bed and walked into the bathroom. When I turned on the light, I noticed that my toothbrush was missing. I looked high and low, but it was nowhere to be found. Finally, I found it in the trash." Next, ask for a student volunteer to retell what happened in the story to the teacher. Say: *Tell me what happened to me this morning.* Have the student turn and face you at the front of the classroom and tell you what you did that morning. The student should say, "*You* rolled out of bed and walked into the bathroom. When *you* turned on the light . . ." Finally, have a volunteer student retell the story to the class.

Explain that even though the story is the same, it is being told from three different points of view: First Person Point of View (the teacher), Second Person Point of View (a person speaking to the teacher), and Third Person Point of View (a student telling the story as if the teacher isn't in the room).

- **DIRECT TEACHING**

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will explain that, just like we told the story about my missing toothbrush from three different points of view (first, second, and third), stories that we read in books are told from different points of view. In fact, different genres, or types of stories, sometimes have specific points of view.

For our unit, we are going to read from the nonfiction genres autobiography and biography. I will write these genres on chart paper or the board. Both types of texts have something important in common. They tell us the story of someone's *real* life. I will write "Bio" on chart paper or the board and explain that "bio" means "life" in ancient Greek. I will circle "bio" in both *autobiography* and *biography*.

How can a reader distinguish between these two types of texts about someone's real life? It is important to note that an autobiography is told from a first person point of view. "Auto" means "I" or "Self". Biography, on the other hand is told from a third person point of view. It is told about a real person who is *not* the author.

To distinguish an autobiography from a biography, good readers ask themselves *who is the story about* and *who is telling the story?* Point of view clue words can be used to determine who is telling the story (such as "I," "We," "My," and "Me" for first person, or "He" and "She" when speaking about the main character for third person). If the main character of the life story is the same person who is telling the story, then the story is an *autobiography*. If the main character is different from the storyteller, then the story is a *biography*.

I will read aloud two short excerpts and figure out if each excerpt is an autobiography or a biography. I will distribute the passages so students can read along. *Note:* See Ice Queen: Biography or Autobiography? Handout.

First, I will identify the main character of the story in Excerpt 1. I know from the title and from the text of the story that Maria is the main character. Next, I will look for point of view clue words. For example, in Excerpt 1, the author says, "But something inside Maria made her determined to see the world. . ." The author refers to the main character as Maria (rather than "me") and calls Maria "her." The storyteller and the main character are *not* the same person, so I conclude that Excerpt 1 is written in third person. It is therefore a biography. In the second excerpt, I notice that the sentence, "I was surprised to hear that Aunt Aileen had discovered my wintery secret," includes the clue words "I" and "my" which indicate that the point of view is first person. Maria is speaking, so Excerpt 2 must be an autobiography.

- **THINK CHECK**

Ask: "How did I distinguish between an autobiography and a biography?" Students should answer that you identified who the story is about and who is telling the story. You looked for clue words related to first and third person point of view. You also looked for clues that show the story is

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about the writer of the story or someone else.

• GUIDED PRACTICE

WE will read two short excerpts about the life of Devon Johnson. Each excerpt is either an autobiography or biography. (See For the Love of Animals: Autobiography or Biography? Handout.) To figure out if each excerpt is an autobiography or biography, we will first ask, "Who is our main character? Who is this story about?" We can determine from the title and from clues in the text that the main character is Devon Johnson.

Next, we will use clue words to identify the point of view. We will specifically look at a sentence in Excerpt 1, "I did not laugh with them. I understood that dog. I knew what it was like to struggle on these streets." We will conclude from the use of "I" that the author is speaking in first person, and that the author is Devon Johnson. We will conclude that Excerpt 1 is an autobiography.

In Excerpt 2, we will examine the sentence, "Devon had a hard time hiding the rescue dogs from his family. . ." We will note the clue word in this sentence, "his" and that someone else is describing the main character Devon. We will conclude that Excerpt 2 is a biography.

• INDEPENDENT PRACTICE

YOU will be reading a book about someone who really existed, but you will need to figure out whether the book is an autobiography or a biography. You will receive a Student Packet to complete while you read your book. You will start by determining the genre of your book by completing the *Jackie Robinson: Biography or Autobiography? Worksheet* in your Student Packet. (See page 2 in the Student Packet.) First, you will identify the main character that the book is mostly about. Then, you will determine the point of view using clue words. Finally, you will classify the genre of the text as either autobiography or biography.

• REFLECTIVE PRACTICE

WE will come together to share whether the text is a biography or autobiography and how we figured this out. We will share our excerpts and explanations. In preparation for the next lesson, we will discuss why an author might choose to write about someone's life. Ask: "What can the life of a person show the reader?" We also might discuss how a person's life might be told differently in an autobiography versus a biography. For example, how does the perspective of the story affect the story itself?

*Ice Queen: Autobiography or Biography?***Excerpt 1: *Ice Queen: Maria Lineras***

No one had left the island in years. “Why leave?” they asked. “Everyday, the sun shines fortune upon our village. We have everything we need—food, family, friends, and sea air. There is no need to travel.” But something inside Maria made her determined to see the world beyond that island.

It took her five years to earn enough money to buy a ticket to Alaska. Maria cleaned and cooked morning to night. She saved her money in a box beneath her bed. Once on the plane, Maria knew it was worth the hard work. From her small window, she saw towering glaciers, giant blocks of ice reaching up to the sky. She thought it was the most exciting moment in her life. It was then that she knew she was destined to climb to the top of North America’s largest glaciers.

Excerpt 2: *Ice Queen: Maria Lineras*

“Do you think Maria is sick?” Mama asked Aunt Aileen at the kitchen table. “She is always wearing a winter coat in the house, even when the afternoon sun is high.”

Aileen answered, “I don’t think so. I saw her hiding behind the tree, reading a book about Alaska.”

I was surprised to hear that Aunt Aileen had discovered my wintery secret. Alaska was my dream destination, a magical land of snow and ice. In Alaska, I could hibernate like a bear, in an igloo or small house on top of a glacier. I could escape the hot, sticky Puerto Rican sun. In Alaska, it would be too cold to open windows for sea breezes and eavesdropping mothers. I could have a quiet place of my own, far away from nosey aunts and sisters.

*For the Love of Animals: Autobiography or Biography?*Excerpt 1: ***For the Love of Animals: Devon Johnson***

The dog whimpered as it hopped across the street. It had three legs and a tiny tail. Cars slammed on their breaks to let it pass. From the basketball court, the other children pointed and laughed. I did not laugh with them. I understood that dog. I knew what it was like to struggle on these streets.

“Devon Johnson! Where do you think you are going?” Mrs. Wylie called after me.

“One second!” I called out, as I ran across the street.

I walked up to the dog and looked into his eyes. He was just a pup. Nobody was going to help him but me.

“Ready dog?” I said.

I began to run home, and the dog followed closely behind me. Mrs. Wylie called after me as I ran.

“Don’t worry Mrs. W! I’ll be back. I have to get my dog home!”

Tripod was the first dog I rescued, but certainly not the last.

Excerpt 2: ***For the Love of Animals: Devon Johnson***

There were ten dogs in the shed behind the apartment building. Some of the dogs were small with pink noses and big eyes. Other dogs had floppy ears and were medium-sized. A few of them were huge with barely any fur. Many of the dogs limped and had a desperate, hungry look in their eyes.

Devon had a hard time hiding the rescue dogs from his family and an even a harder time sneaking meat from the dinner table to feed them. Each night, he would wait until his parents were watching comedies on television, and he would tiptoe past the living room to the kitchen. Devon would run his finger between the fridge door and quietly open it. He would take half of the leftovers with him through the back door to the dogs.

The dogs loved Devon and Devon loved the dogs. He knew that his life was meant to save the small, furry creatures from the mean streets.

Lesson 1: Author's Opinion**Learning Outcome**

Infer an author's unstated opinion about a subject using facts from the text

Duration

Approximately 2 Days (40 minutes for each class)

Necessary Materials

Provided: Implicit Opinion Chart 1, Implicit Opinion Chart 2, Implicit Opinion Worksheet (Student Packet, page 7)

Not Provided: Two "treats" that elicit different opinions, placed in a brown paper bag (i.e. a jar of pickles and a chocolate candy bar), chart paper, markers, *The Story of Jackie Robinson, Bravest Man in Baseball* by Margaret Davidson

Lesson Plan

- ACTIVATION & MOTIVATION**

Bring in two "treats" that strongly elicit different opinions—for example, a jar of pickles and a chocolate candy bar. Place both of these items in a brown paper bag, so that the class cannot see them. Ask for two volunteer students to describe each item in the bag using facts. For example, "the item is lumpy." Then, have the remaining students guess what is in the bag.

The group will discuss if they could tell what the student's opinion about the item was, even though they were using facts to describe it. For example, if the student described the pickle as lumpy and green (as opposed to salty and crunchy), did students think that the student liked or disliked the pickle?

- DIRECT TEACHING**

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will explain that a biographer's task is to retell the factual life of a person. Often a biographer has a strong opinion about the person they are writing about, as well as the other people and historical events surrounding that person. However, they will not say exactly how they feel because a biography is supposed to be a factual retelling. Just like we figured out the student's unsaid opinion of the items in the paper bag from the facts that they shared, a good reader thinks about the biographer's *unstated opinion* of the subject, to understand how the facts in the story support the author's opinion.

How do I determine an author's unstated opinion? First, I will identify facts in the text about a particular subject or topic, and then I will look for descriptive language that communicates the author's opinion. Based on the facts that the author shares and the way the author tells the facts, I can draw a conclusion about the author's opinion.

I will model determining an author's unstated or implied opinion in *Jackie Robinson: Bravest Man in Baseball*. I will start by answering the question, what is the author's opinion of racism and prejudice in Chapter 1: "Before it All Began"? What is the author's opinion of Branch Rickey?

First, I will look for facts that will give me clues as to how the author feels about racism in Chapter 1. Fact: Before the Civil Rights Movement, there was more prejudice and outright racial slurs in America. Fact: A hotel clerk would not allow Charlie Thomas, an African-American baseball player, to register for a hotel room in 1904. I will record these facts on Implicit Opinion Chart 1. Note: See Implicit Opinion Chart 1 for specific examples.

Next, I will look for strong, descriptive language that might suggest how the author feels about these facts. I will draw an arrow from the first fact on Implicit Opinion Chart 1 and write that the author explains how the racial slurs were a "painful" part of Jackie's life. I will draw an arrow from the second fact and note that the racist clerk was described as angry and interrupting.

Finally, I will use the facts and descriptive language that I have recorded on Implicit Opinion Chart 1 to draw my conclusion about the author's opinion. The author's opinion of racism is that it is an ugly, angry attitude that is unfair. I know this because the author tells the reader the facts about the mean-spirited words used outright before the Civil Rights Movement, and describes them as painful for Jackie. Also, because the clerk was described as angry and interrupting, I know that the author does not approve of his behavior and his treatment of Charlie. I will record my conclusion on the chart.

- THINK CHECK**

Ask: "How can I determine an author's unstated (implied) opinion?" Students should answer that you look for the facts that the author chooses to tell that influence your view of the subject. You can also look for strong, descriptive language about the subject of the book. You can then draw a

Lesson 1: Author's Opinion

conclusion about how the author feels or what the author thinks about the subject based on these facts.

- GUIDED PRACTICE**

WE will answer two Fact and Opinions questions about Chapter 2: "Pro at an Early Age." What is the author's opinion about Mallie, Jackie's mom? What is the author's opinion about Jackie's gang years? Even though we might already have a feeling about this, we want to identify specific facts and descriptive language in the text that show what the author thinks.

We will start by looking for facts about Mallie, racism, and gangs in Chapter 2: "Pro at an Early Age." For example, one fact that the author shares about Mallie is that "[She] worked long and hard every day to support her family." (page 7). We will record these facts on Implicit Opinion Chart 2. We will then find descriptive language about Mallie and record the information on our chart. For example, the author describes Mallie as "the heart" of the Robinson household.

Finally, we will use the facts and descriptive language to draw a conclusion about the author's opinion and record our conclusion on Implicit Opinion Chart 2. The author's opinion of Mallie is that she is a caring, nurturing person. She uses examples of how Mallie works very hard to support her children and always makes time to listen to them each evening, and she describes her as the "heart" of the family. The author also think she is brave, and shows this by using the fact that she defended her husband's freedom to leave, even though his departure hurt her.

- INDEPENDENT PRACTICE**

YOU will complete the Implicit Opinion Worksheet in your Student Packet, which will ask you to draw a conclusion about the author's opinions about Jackie Robinson through Chapter 3: "Stop Robinson!" (See page 7 in the Student Packet.)

- REFLECTIVE PRACTICE**

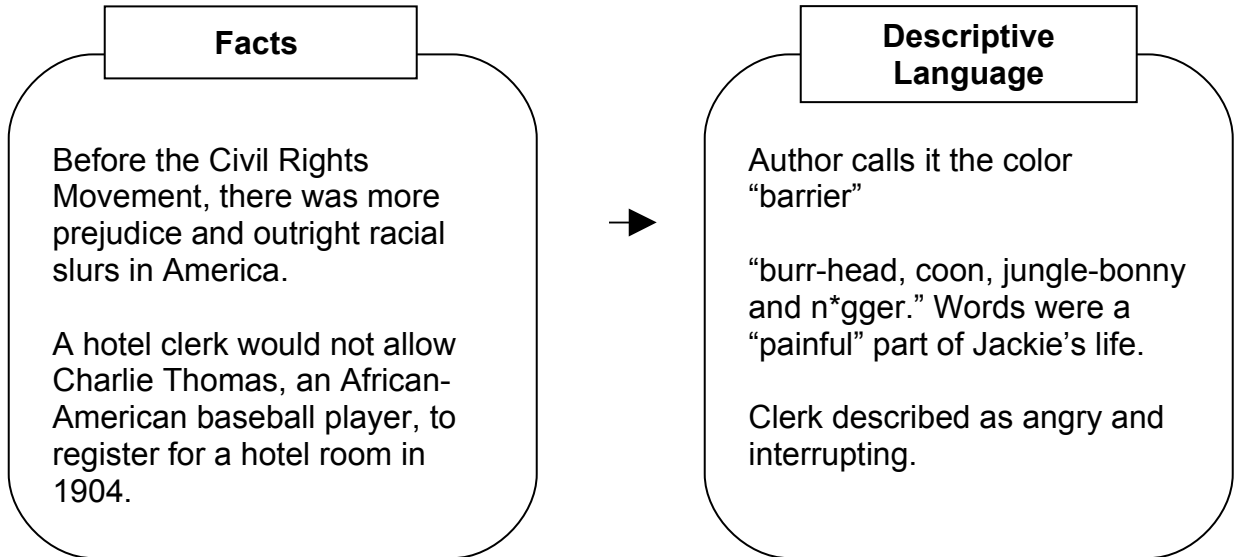
WE will come together to share our answers to the Implicit Opinion Worksheet. We will discuss the facts that we used to come to our conclusions about the author's opinion.

Build Student Vocabulary segregate

Tier 2 Word: segregate	
Contextualize the word as it is used in the story	"Almost everything was segregated . Blacks and whites led separate lives in almost every way..." "Even children suffered from segregation. Boys and girls had to go to separate schools. And these schools were almost always crowded, poorly equipped, and run-down."
Explain the meaning student-friendly definition)	Segregated means separate or kept apart. In America, many states used to segregate according to race. That meant that black people and white people were kept separate, and weren't allowed to use the same schools, restaurants, or stores.
Students repeat the word	Say the word segregate with me: segregate .
Teacher gives examples of the word in other contexts	If we say that a group of students has been " segregated by gender," we mean that they have been split up into groups of boys and groups of girls.
Students provide examples	Can you explain what it means if I say that "schools used to be segregated by race?" Students should say, "Saying that schools used to be segregated means that..."
Students repeat the word again.	What word are we talking about? segregate
Additional Vocabulary Words	pioneer, prejudice, muttered, haul, stern, dire, crouch, tense, triumph

Implicit Opinion Chart 1

*What is the author's opinion of racism and prejudice?
What is the author's opinion about Branch Rickey?*

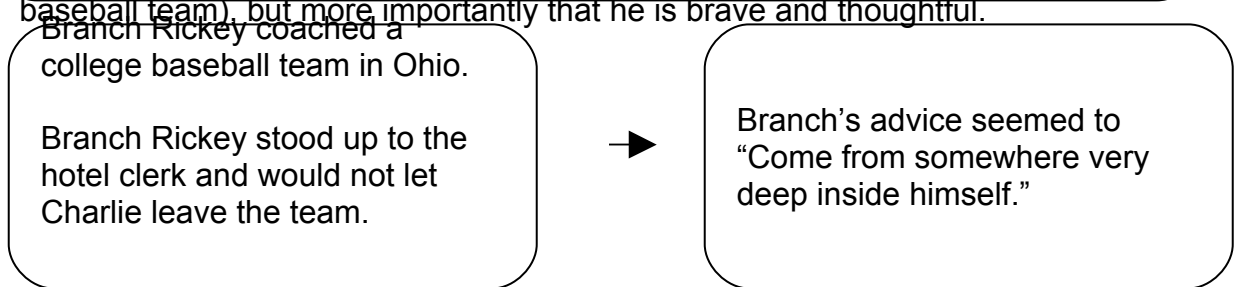


Author's Opinion about Racism and Prejudice

The author's opinion of racism is that it is an ugly, angry attitude that is unfair. I know this because the author tells the reader the facts about the mean-spirited words used outright before the Civil Rights Movement, and describes them as painful for Jackie.

Also, because the clerk was described as angry and interrupting, I know that the author does not approve of his behavior and his treatment of Charlie.

The author's opinion of Branch Rickey is that he is a leader (as the coach of a baseball team), but more importantly that he is brave and thoughtful.

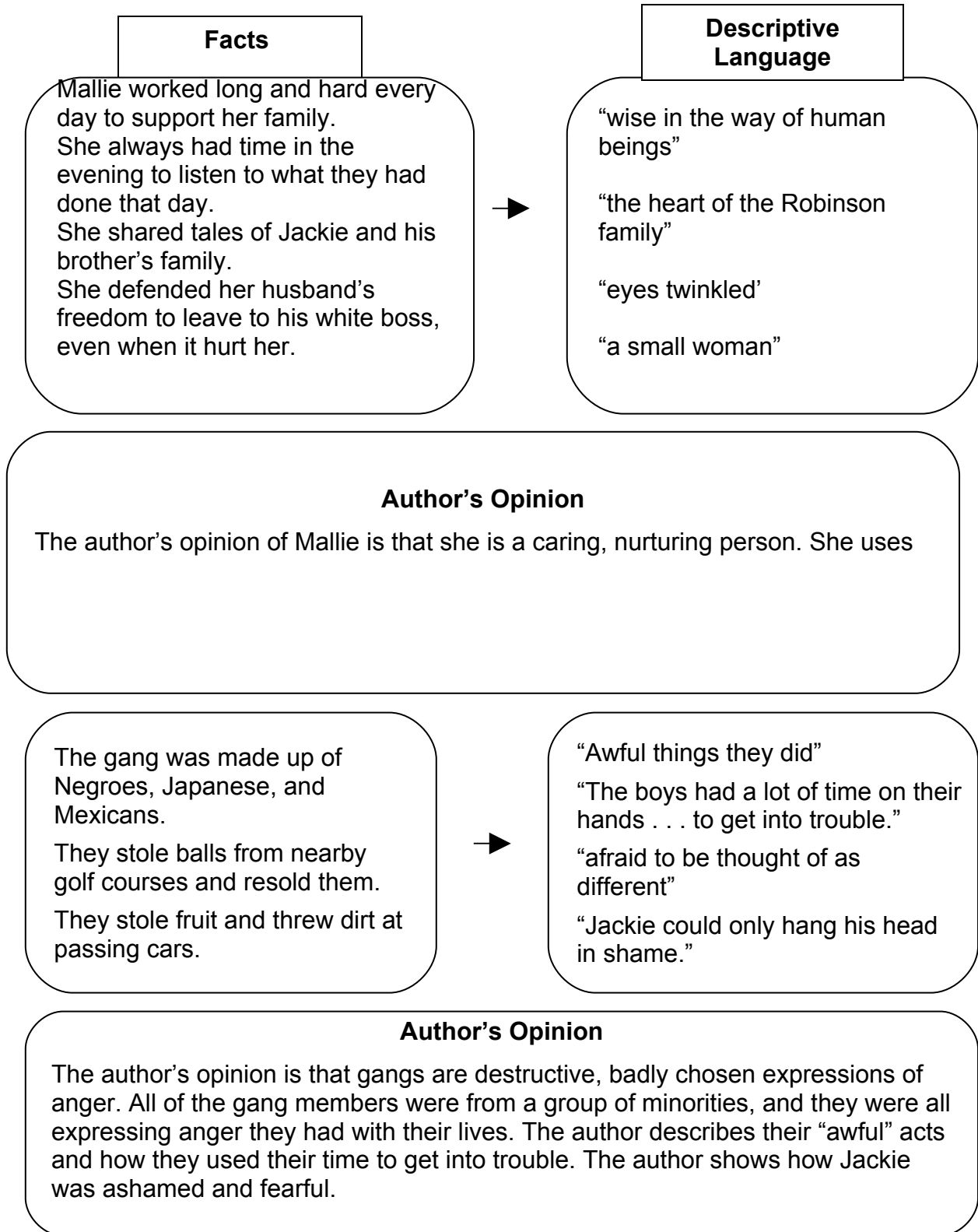


Author's Opinion about Branch Rickey

The author thinks Branch Rickey is a brave and thoughtful leader. I can tell this is the case because not only was he a coach, but also he stood up to the hotel clerk and wouldn't let Charlie leave. His advice came from "deep within," which makes me think that the author thinks he is thoughtful and maybe visionary.

Implicit Opinion Chart 2

What is the author's opinion about Mallie, Jackie's mom? What is the author's opinion about Jackie's gang years?



Lesson 2: Retelling a Life**Learning Outcome**

Retell the events in the life of a main character

Duration

Approximately 2 Days (40 minutes for each class)

Necessary Materials

Provided: Jackie's Childhood Excerpts Chart, Jackie's Childhood Comic Strip, Jackie's Military Excerpts Handout, Jackie's Military Excerpts Answers, Jackie's Military Years Comic Strip Example, Jackie's Military Years Comic Strip, Jackie's Early Baseball Career Comic Strip (Student Packet, pp. 11- 12)
Not Provided: Comic book or graphic novel, chart paper, markers, *The Story of Jackie Robinson, Bravest Man in Baseball* by Margaret Davidson

Lesson Plan

- ACTIVATION & MOTIVATION**

I will explain that as a class, we are going to briefly look at a comic book or graphic novel. Together, answer and discuss the following questions: What are the features of a comic book? (panels that tell a story in images, captions) What does this comic book show us about a plot?(sequence, important scenes, visual effects) Does a written book give us more or less detail than a comic book?

- DIRECT TEACHING**

I will explain that when I am reading, it is helpful to retell the important events in a story in the sequence in which they happened. This will help me remember what happened in the story and when. Since I am reading about a real person's life story in a biography, I want to retell the important events in the life of our main character—Jackie Robinson.

A comic book format, like the one we just looked at, is a helpful tool to organize the sequence of important events in a character's life, because it allows us to retell a story in order without all of the textual details. By creating a panel-by-panel graphic depiction, I can visualize the important events in a person's life and retell them in the order in which they occurred.

There are three steps to retelling the time periods in a character's life. First, I will read the story and determine the important events. Important events are events that impact the character. When retelling good readers choose the most important events to retell, rather than the little details (if readers retold every detail, the retelling would be longer than the story itself). Then, in the order in which they occurred, I will write summarizing captions of the important events on our comic strip and draw the event in the corresponding box. Finally, I will retell the whole time period aloud, using the comic strip as my guide.

I will model retelling Jackie's childhood. First, I will read aloud an excerpt from the book to determine whether the event is important. *Note:* See Jackie's Childhood Excerpts Chart for specific excerpts. It is important to model reading the excerpts from the book and then marking on the chart if each excerpt is important or unimportant. For example, I will read aloud the excerpt from page 20: "For years, Jackie had seen his mother working almost constantly. After he graduated from high school, he wanted to find a full-time job so he could bring home money to her. But Mallie Robinson wouldn't hear of it. She had always dreamed of sending her children to college, and so she convinced Jackie to go. In the fall of 1937 Jackie entered Pasadena Junior College."

I will ask myself if it is important that Jackie's mom sent him to Junior College. I think it is, because that is where he was noticed as an extraordinary sports player. Going to college was a major event in his life. I will write "yes" under the "Important?" column on the Jackie's Childhood Excerpts Chart.

I will also determine which events are not important, such as Jackie staying up late to practice marbles. I will explain that this is a good example of Jackie excelling at games, but it is not significant enough to put in our graphic retelling. I will write "no" under the "Important?" column on the Jackie's Childhood Excerpts Chart. I will continue to read aloud the excerpts from the Jackie's Childhood Excerpts Chart and determine if they are important.

Next, I will take the excerpts I determined to be important events and rewrite them in retelling language. In order to do this, I will summarize each event in a sentence and use sequence or transition words to make the retelling seem more story-like (without these words, the events will seem like a list, rather than a retelling). For example, "Then, Jackie's mom sent him to Pasadena Junior College where he could get an education and excel in sports". I will write these sentences in the order in which they occurred as captions on Jackie's Childhood Comic Strip (or on chart paper) and draw a visual representation of the events in the appropriate boxes. *Note:* Teachers should prepare to draw the images ahead of time, or can skip the visualization piece of the modeling. See Jackie's Childhood Comic Strip for specific examples. Finally, I will look back over my comic strip and retell the childhood of Jackie Robinson aloud to the class.

Lesson 2: Retelling a Life

- **THINK CHECK**

Ask: "How can I retell a time period in the life of the main character in a biography?" Students should answer that you can identify the important events in the character's life, rewrite the excerpts from the text as retelling sentences, and put them in sequence to retell the time period.

- **GUIDED PRACTICE**

WE will continue to retell the important events in Jackie's life in small groups. We will read excerpts from Jackie's military years from Chapter 4: "Lieutenant Robinson." *Note:* Excerpts can also be found on the Jackie's Military Excerpts Handout. It is important to read the excerpts from the book and then marking on the handout if each excerpt is important or unimportant. See the Jackie's Military Excerpts Answers for sample responses.

We will determine whether the events are important enough to be included on our comic strips. For example, we will start with Jackie being sent to Fort Riley for military duty during WWII, but we will leave out how only a few tables were added to the PX. The important part is that he stood up for his superiors. Then, we will write our retelling captions in order on our Jackie's Military Years Comic Strip and draw in the scenes of those events. *Note:* See Jackie's Military Years Comic Strip Example for sample responses and Jackie's Military Years Comic Strip for a blank template. Finally, we will retell Jackie's military years aloud, highlighting only the important events in the order in which they occurred.

- **INDEPENDENT PRACTICE**

YOU will retell the Jackie's early baseball career by selecting the important events from Chapter 3: "Stop Robinson!" and Chapter 5: "A Special Kind of Guts." You will make sure to retell the events in the order that they happened in Jackie's life. (See pages 11-12 in the Student Packet.)

You will create a comic strip using captions and visual representations to retell his rise to fame. If you need additional space, you may create your own comic strip separate sheets of paper. You will verify that the comic strip events are in the order in which they occurred in Jackie's life. *Note:* Excerpts were not provided for the Independent Practice, because it is important that students reread the chapters and determine which events should be included on their comic strip. In assessing the Independent Practice, be sure to focus on the captions, rather than the graphic retelling.

- **REFLECTIVE PRACTICE**

WE will come together and present our comic strips. Each student will discuss why they excluded some events and not others. Teachers may ask that students continue to create a Jackie Robinson Comic Book as a class project and retell Jackie's entire life story.

Build Student Vocabulary discriminate

Tier 2 Word: discriminate	
Contextualize the word as it is used in the story	Jim Crow was a system, "a really rigid pattern of discrimination that kept Negroes down in as many ways as possible."
Explain the meaning student-friendly definition)	To discriminate means to treat someone worse than other people because he or she belongs to a particular group of people. In this book, we talk a lot about how Jackie Robinson and other black people are discriminated against because of their race – they are treated poorly because they are black. Jim Crow was the system of discrimination that discourages black people from doing the same things that whites are allowed to do.
Students repeat the word	Say the word discriminate with me: discriminate .
Teacher gives examples of the word in other contexts	In the United States, it is illegal to discriminate on the basis of race or gender. Businesses cannot discriminate against people just because they are in a wheelchair.

Lesson 2: Retelling a Life

Students provide examples	If I tell you that other countries sometimes discriminate against the elderly (older people), what do I mean? Students should say, "Countries that discriminate against older people..."
Students repeat the word again.	What word are we talking about? discriminate
Additional Vocabulary Words	rejected, influence, furious, tormentor, coward, reputation

Jackie’s Childhood Excerpts

Excerpt	Important?
<p>“For years, Jackie had seen his mother working almost constantly. After he graduated from high school, he wanted to find a full-time job so he could bring home money to her. But Mallie Robinson wouldn’t hear of it. She had always dreamed of sending her children to college, and so she convinced Jackie to go. In the fall of 1937 Jackie entered Pasadena Junior College.” (p. 20)</p>	<p>Yes</p>
<p>“Another of his playmates remembered a summer when all the youngsters in the neighborhood were busy playing marbles. ‘We’d get up and play from morning until night. But the rest of us would sometimes wander off. Not Jackie. He’d just keep on practicing—and getting better and better.’” (pp. 5-6)</p>	<p>No</p>
<p>“Jackie’s favorite story was about the day he’d been born in a tumbledown cabin in . . . rural Georgia. It had been cold and stormy that last day of January, 1919 and an icy wind was whistling through the cracks in the walls. Mallie watched from bed with Jackie in her arms as her husband, Jerry, tried to fix the baby’s first meal.” (p. 9)</p>	<p>Yes</p>
<p>“When Jackie was a baby, Jerry Robinson told his wife he couldn’t stand this going-no-where life any longer.” (p. 10)</p>	<p>Yes</p>
<p>“Jackie was bawled out more than the others, not because of what he’d been doing, but because he couldn’t seem to keep his mouth shut.” (p. 17)</p>	<p>No</p>
<p>“Mallie had the courage to act on her dream. In the spring of 1920, when Jackie was only sixteen months old, she left her relatives and friends and everything she knew and took her family to California.” (p. 12)</p>	<p>Yes</p>
<p>“Jackie never forgot something that happened to him when he was only eight years old. He was sweeping the walk in front of his house when a white girl about his age came out of her house across the street . . .” (pp. 14-15)</p>	<p>Yes</p>
<p>“What Jackie remembered most about those days was food, mainly the lack of it . . . He remembered racing home after school to find only stale bread and sugar in the house.” (p. 13)</p>	<p>No</p>
<p>“The way he expressed his anger was to join a gang. The Pepper Street Gang was made up of Negroes, Japanese, and Mexicans.” (pp. 15-16)</p>	<p>Yes</p>
<p>“Carl Anderson worked at a shop across the street from where the Pepper Street Gang spent most of their time. One day he took Jackie aside. He said he’d watched the boy stealing . . . if Jackie went on like that, he’d land in real trouble . . . But what really made Jackie decide to quit the gang were Carl Anderson’s final words. ‘I know your mother and she’s a fine woman,’ ‘How do you think she’d feel if one day she had to watch you being taken off to jail?’” (pp. 17-18)</p>	<p>Yes</p>

Jackie's Childhood Comic Strip

First, Jackie Robinson was born in rural Georgia in 1919.

Then, Jackie's father, Jerry left home for Texas and never came back into his life.

Eventually, Jackie's mother moved to Pasadena, California, where African-Americans were able to get an education.

There, Jackie got into a fight with a young white girl and her father, who were shouting racist remarks.

After, Jackie joined the Pepper Street Gang.

Next, Carl Andersen convinced Jackie to leave the gang.

Finally, Mallie convinced Jackie to go to college and he entered Pasadena Junior College in the fall of 1937.

Jackie’s Military Excerpts

Name: _____

Date: _____

Directions: Choose the important events from the excerpts provided below by writing “Yes” or “No” in the “Important?” box. Then, put the important events in order on your Jackie’s Military Years Comic Strip.

Event	Important?
“Jackie knew he could be in big trouble for talking that way to a higher-ranking officer. But he was still so furious he didn’t care.” (p. 34)	
“For, in 1941, history stepped in and offered him a job he couldn’t refuse. The United States Army wanted him as a soldier in World War II.” (p. 26)	
“Jackie told [Joe] Louis that the Jim Crow system was making it impossible for him and other Negroes to get into Officers Candidate School . . . He contacted a high government official in Washington, D.C. A few days later the official came to investigate . . . Jackie and several other black soldiers were accepted into OCS.” (p. 28)	
“But he wasn’t hopeful that much would happen. He was right. A few more tables were set aside for Negro soldiers. But the basic policy of segregation remained firmly in place.” (p. 35)	
“On graduation, Jackie became Lieutenant Robinson and was appointed morale officer of a Negro company. An important part of his job was to make life as pleasant as possible for his men.” (p. 28)	
“One day he heard some of the soldiers talking about the way they were being treated at the Post Exchange.” (pp. 28-29)	
“When Jackie finished basic training, he applied for Officers Candidate School, or OCS, which trained men to become officers. But after Jackie applied, he was met by a baffling silence.” (p. 27)	
“‘We were practicing when a Negro lieutenant came out for the [baseball] team,’ he remembered. ‘But the coach told him, ‘You have to play with the colored team.’ That was a sick joke. There was no colored team.’” (p. 35)	

Jackie’s Military Excerpts Answers

Directions: Choose the important events from the excerpts provided below by writing “Yes” or “No” in the “Important?” box. Then, put the important events in order on your Jackie’s Military Years Comic Strip.

Event	Important?
“Jackie knew he could be in big trouble for talking that way to a higher-ranking officer. But he was still so furious he didn’t care.” (p. 34)	Yes
“For, in 1941, history stepped in and offered him a job he couldn’t refuse. The United States Army wanted him as a soldier in World War II.” (p. 26)	Yes
“Jackie told [Joe] Louis that the Jim Crow system was making it impossible for him and other Negroes to get into Officers Candidate School . . . He contacted a high government official in Washington, D.C. A few days later the official came to investigate . . . Jackie and several other black soldiers were accepted into OCS.” (p. 28)	Yes
“But he wasn’t hopeful that much would happen. He was right. A few more tables were set aside for Negro soldiers. But the basic policy of segregation remained firmly in place.” (p. 35)	No
“On graduation, Jackie became Lieutenant Robinson and was appointed morale officer of a Negro company. An important part of his job was to make life as pleasant as possible for his men.” (p. 28)	Yes
“One day he heard some of the soldiers talking about the way they were being treated at the Post Exchange.” (pp. 28-29)	Yes
“When Jackie finished basic training, he applied for Officers Candidate School, or OCS, which trained men to become officers. But after Jackie applied, he was met by a baffling silence.” (p. 27)	Yes
“‘We were practicing when a Negro lieutenant came out for the [baseball] team,’ he remembered. ‘But the coach told him, ‘You have to play with the colored team.’ That was a sick joke. There was no colored team.’” (p. 35)	Yes

Jackie's Military Years Comic Strip Example

Jackie was sent to Fort Riley, Kansas for military duty during World War II.

After training, Jackie was rejected from Officers Candidate School because of racism and prejudice.

Joe Louis, heavyweight boxing champion of the world, helped Jackie get accepted into Officers School.

As a result, Jackie became Lieutenant Robinson and a morale officer of an African-American troop.

One day Jackie overheard the soldiers complaining about their treatment in the PX.

Even though it violated military rules, Jackie stood up to his superior to defend his troops against racism.

Finally, Jackie was not allowed to join the Baseball Team because of the color of his skin.

Lesson 3: Events and Effects**Learning Outcome**

Explain the impact of a significant experience on a person's life

Duration

Approximately 2 Days (40 minutes for each class)

Necessary Materials

Provided: Events and Effects Chart 1, Events and Effects Chart 2, Events and Effects Worksheet (Student Packet, pages 15-16)

Not Provided: Chart paper, markers, *The Story of Jackie Robinson, Bravest Man in Baseball* by Margaret Davidson

Lesson Plan

- **ACTIVATION & MOTIVATION**

Explain that there are some events in our lives that are significant, while there are other events in our lives that change us forever. For example, many of my teachers were good when I was growing up, but in 7th grade, I had an amazing teacher. S/he made me realize that stories were my gateway to the past. I think this teacher influenced me to eventually become a teacher, so I could share literature and history with others.

Time permitting, ask for 1-2 volunteers who have had life changing experiences to come to the front of the classroom. The rest of the class will act as "biographers" and will ask interview questions about the event. Scaffold this activity by prompting students with sample questions, such as: Describe how the event happened. When did this happen? Who was involved? How did the event make you feel? How did your life change? Why was it important?

- **DIRECT TEACHING**

I will explain that when I read a biography, I am reading about the important events that happened in a person's life. Some events are important, like the ones we charted on our comic strip in Lesson 2, but other events are life-changing. They impact a character by making them grow, change, or realize something about the world. I want to be able to explain how life-changing events impact and affect a main character.

To explain the impact of a life-changing event in the life of the main character in a biography, I will first identify an event that helped the character grow, change, or realize something about the world. Then, I will list the effects of the event, and finally use them to explain the impact of the event on the life of the main character.

I will model explaining the impact of life-changing events in the life of Jackie Robinson. I will record the life-changing events on Events and Effects Chart 1. First, I will find and describe a life-changing event that happened to Jackie. I will focus on when Carl Johnson convinced Jackie that continuing to belong in a gang would break his mother's heart. I will describe the event using Who?, What?, Where?, When?, Why?, How? Questions and record the information on the Events and Effects Chart 1. *Note:* See Events and Effects Chart 1 for specific examples.

Then, I will write the effects of this event by looking for evidence in the text. I know that because of this conversation, Jackie dropped out of The Pepper Street Gang and worked hard at sports and academics in school. He was able to go to Pasadena Junior College and eventually UCLA because he left the gang and focused on sports and school.

Finally, I will use this event to explain how it impacted him. I will record the impact on the Events and Effects Chart 1. This conversation changed Jackie's life because he decided to leave the gang and stay out of trouble. Instead of taking his anger at prejudice out on his mother and his future, he used his feelings of anger to get into college, play professional sports, and make a positive difference in the world.

- **THINK CHECK**

Ask: "How do I explain the impact of life-changing events on a character?" Students should respond that you identify an event that helped a character change, grow, or realize something about the world. You describe that event and its effects, and use the effects to explain how the event was made an impact on the character.

- **GUIDED PRACTICE**

WE will examine the impact of the Minor League World Series between Montreal and Louisville on Jackie's life. We will record our thoughts on the Events and Effects Chart 2. *Note:* See Events and Effects Chart 2 for specific examples.

Lesson 3: Events and Effects

First, we will describe the event using our reporting questions—Who?, What?, Where?, When?, Why?, and How? We will describe how the players and audience in Montreal were so offensive and rude at the first game, they brought Jackie's morale down to an all time low, and he was not able to play his best.

We will list the effects of this event. When the teams got to Montreal, the crowd had heard about the disrespectful Louisville team. 5,000 crowd members booed at Louisville. Jackie realized that he was supported by his home team and his crowd, so he played his best game he could and won the Minor League World Series.

Finally, we will explain how the experience of the Minor League World Series impacted Jackie. Jackie knew that he would face many opponents who did not like what he was doing, but the support he received from his home team encouraged him to push harder to victory. He realized that he could change the game, and that people were behind him. Because of this, he won the Series and was signed to the Brooklyn Dodgers as the first African-American baseball player in the Major Leagues.

- **INDEPENDENT PRACTICE**

YOU will act like a reporter and explain the effects of Jackie being signed to the Brooklyn Dodgers. You will describe how this happened, and list the effects you find in Chapter 7: "The Loneliest Man" and Chapter 8: "Oh, What a Year!" Finally, you will use that information to explain why the event was made a great impact on Jackie's life. (See Student Packet pages 15-16.)

- **REFLECTIVE PRACTICE**

WE will come together to discuss how being signed to the Dodgers affected Jackie's life. We will extend the discussion to talk about how being signed to the Dodgers affected others and how it impacted the world.

Build Student Vocabulary unite

Tier 2 Word: unite	
Contextualize the word as it is used in the story	For this abuse, more than anything else, started to "solidify and unite the entire team behind Jackie. Not one of them was willing to sit by and see someone kick around a man who had his hands tied behind his back."
Explain the meaning student-friendly definition)	To unite means to bring together as a single unit for a common purpose. Jackie's teammates grew united behind Jackie – they came together as a team for the reason of supporting Jackie from other racial attacks.
Students repeat the word	Say the word unite with me: unite .
Teacher gives examples of the word in other contexts	Schools unite students from many different backgrounds for one purpose: to learn. If you're trying to convince your teachers to change a rule, you should unite with your friends to discuss it as a group. You can also say that you unite people who belong together: once the king was united with the queen, they were ready to rule the kingdom.
Students provide examples	Can you give an example of a reason why you might unite a group of people? Students should say, "I might unite a group of people if..."
Students repeat the word again.	What word are we talking about? unite
Additional Vocabulary Words	heckled, tremendous, fumbled, despised, repulsive, confronted, taunt, insist

Events and Effects Chart 1

Event: Carl Johnson speaks to Jackie		Effects
Who?	Carl Johnson, who worked at a shop across the street from where the Pepper Street Gang (Jackie’s gang) hung out, and Jackie. (Chapter 2: “Pro at an Early Age,” pp. 17-18)	<ul style="list-style-type: none"> Jackie dropped out of The Pepper Street Gang. (Chapter 3: “Stop Robinson!, ” p. 19) He worked hard at sports and academics in school. (Chapter 3: “Stop Robinson!, ” pp. 19-20) Jackie was able to go to Pasadena Junior College and eventually UCLA because he left the gang and focused on sports and school. (Chapter 3: “Stop Robinson!, ” pp. 20-24)
What?	Jackie was involved in the Pepper Street Gang and Carl told Jackie that felt that Jackie could get himself into a lot of trouble if he stayed in the gang. (Chapter 2: “Pro at an Early Age,” pp. 17-18)	
Where?	In front of Carl’s shop. (Chapter 2: “Pro at an Early Age,” pp. 17-18)	
When?	When Jackie was hanging out with the Pepper Street Gang. (Chapter 2: “Pro at an Early Age,” pp. 17-18)	
Why?	Carl was afraid that Jackie’s gang involvement would break his mother’s heart. (Chapter 2: “Pro at an Early Age,” pp. 17-18)	
How?	Carl took Jackie aside one day when he saw Jackie hanging out with the gang. (Chapter 2: “Pro at an Early Age,” pp. 17-18)	

Impact of the Event on Jackie

This conversation changed Jackie’s life because he decided to leave the gang and stay out of trouble. Instead of taking his anger at prejudice out on his mother and his future, he used his feelings of anger to get into college, play professional sports, and make a positive difference in the world.

Events and Effects Chart 2

Event: Minor League World Series between Montreal and Louisville		Effects
Who?	Jackie was a member of the Montreal Royals team that played in the Minor League World Series against the Louisville Colonels. (Chapter 6: "The Noble Experiment," pp. 47-53)	<ul style="list-style-type: none"> • When the teams got to Montreal, the crowd had heard about the disrespectful Louisville team. (Chapter 6: "The Noble Experiment," p. 54) • 5,000 crowd members booed at Louisville. (Chapter 6: "The Noble Experiment," p. 54) • Jackie realized that he was supported by his home team and his crowd, so he played his best game he could. (Chapter 6: "The Noble Experiment," p. 54) • Jackie and his team won the Minor League World Series. (Chapter 6: "The Noble Experiment," pp. 54-57)
What?	Minor League World Series: Montreal Royals against the Louisville Colonels. The people in the stands of the stadium in Louisville "booed" Jackie when he stepped onto the field. (Chapter 6: "The Noble Experiment," p. 53)	
Where?	Games 1-3 were played in Louisville, Kentucky. The remaining games were played in Montreal, Canada. (Chapter 6: "The Noble Experiment," pp. 53-54)	
When?	During the Minor League World Series in 1945. (Chapter 6: "The Noble Experiment," p. 47)	
Why?	Louisville was racially segregated. The people could not accept an African-American playing on a team with whites and against other whites in the Minor League world series. (Chapter 6: "The Noble Experiment," p. 53)	
How?	The people in the stands of the stadium in Louisville "booed" Jackie when he stepped onto the field. (Chapter 6: "The Noble Experiment," p. 53)	

Impact of the Event on Jackie

Jackie knew that he would face many opponents who did not like what he was doing, but the support he received from his home team encouraged him to push harder to victory. He realized that he could change the game, and that people were behind him. Because of this, he won the Series and was signed to the Brooklyn Dodgers as the first African-American baseball player in the Major Leagues.

Lesson 4: Text Features**Learning Outcome**

Use a text feature to find and explain facts in a text

Duration

Approximately 2 Days (40 minutes for each class)

Necessary Materials

Provided: 50 Facts about Animals Handout, Facts about Animals Key, Featuring Text Features Handout, Finding the Facts Chart, Featuring Jackie! Worksheet (Student Packet, page 21)

Not Provided: Chart paper, markers, *The Story of Jackie Robinson, Bravest Man in Baseball* by Margaret Davidson

Lesson Plan

- **ACTIVATION & MOTIVATION**

Pass out the 50 Facts about Animals Handout to the entire class. Hand out the Facts about Animals Key to half of the class and instruct these students to keep the Key private from those who did not receive it. Ask the students to answer three questions about the facts on the 50 Facts about Animals Handout: 1) Where are the taste buds of butterflies? 2) What is a group of owls called? 3) Is a zebra black with white stripes or white with black stripes? The students who answer first should raise their hands and keep them up for the teacher.

- **DIRECT TEACHING**

I

will explain that the group with the key was sooner able to answer the questions about animals because they had a tool to help them figure out where to look on the page for the answer. A key is one type of “text feature” that helps readers find and comprehend information in a text. I will distribute the Featuring Text Features Handout and explain that a text feature is a device in a text that organizes and emphasizes information. Authors use text features to help readers find and understand textual details more easily. Text Features include indexes, maps, timelines, tables of contents, diagrams, captions, and photographs. In a biography, an author may include several text features to help the reader find and understand factual information in the book.

Now that we have finished reading the book, we want to be able to find and gather information about Jackie Robinson’s life. I will model identifying and using text features to help us find and understand explicit information in *The Story of Jackie Robinson, Bravest Man in Baseball*. I will start by asking the question, “In what year did Jackie join both the Monarchs and the Royals?” I will write this question in the first column of my three column chart. *Note:* See the Finding the Facts Chart for specific examples.

I will explain that while I read the book, I don’t remember any specifics about the year Jackie joined the Monarchs and Royals. Also, information about those teams is probably in different chapters. Is there a text feature that can help me go back and find the information to answer the question? I will look at my Featuring Text Features Handout and find the appropriate text feature to help me answer these questions. Since I am being asked about a date, one text feature I can use is the Timeline. I see that there is one at the back of the book, so I can look there. I will write this text features the middle column of the Finding the Facts Chart.

I will think aloud as I examine the timeline. Joining two teams probably happened in the middle of his life, since he ended his career with the Yankees. I will look at the middle of the timeline. By scanning the timeline for clue words, I see that he joined those teams in April and October of 1945. In the final column of the Finding the Facts Chart, I will answer the question by summarizing the facts I found in the text using timeline.

I will model answering the next question, “Who said, ‘Stop Robinson!’ and why?” I will record my answers and the text feature I used to find it on the Finding the Facts Chart.

- **THINK CHECK**

Ask: “How can I use text features to find information in a book?” Students can answer that you can look at what the question is asking and see if there is a specific text feature that might help narrow down where you should look for information. The table of contents and index can help you find information about a specific topic, while maps and timelines can help you quickly find important information in a text about where and when something happened.

Lesson 4: Text Features

- **GUIDED PRACTICE**

WE will answer the next three questions on our Finding the Facts Chart: What were the four sports that Jackie earned letters for in college?, What was the “noble experiment”? On what date (day and year) was Jackie named “Rookie of the Year”?

We will look at the question and our Featuring Text Features Handout to find the appropriate text feature to answer the question. For example, the question, “What were the four sports that Jackie earned letters for in college?” does not give us a date to look up on the timeline or clues found in the Table of Contents. Since it is about actions, we will look for a picture or illustration of Jackie playing many sports (p. 25) and write “Illustration” in the second column of our Finding the Facts Chart.

We will interpret the information we found to answer the question. For example, we learned from the illustration that Jackie earned a letter for basketball, football, baseball, and track, because Jackie is dressed in the appropriate uniform for each of these sports in the picture. We will write our answer in the third column of our Finding the Facts Chart.

- **INDEPENDENT PRACTICE**

YOU will use multiple text features to find information in the text about Jackie Robinson’s life. You will answer the questions on the Featuring Jackie! Worksheet in your Student Packet. You will be sure to include which text feature helped you find that piece of information. (See page 21 in the Student Packet.)

- **REFLECTIVE PRACTICE**

WE will come back together and share the answers to questions about Jackie Robinson’s life. Ask: “How did students find the answers? Did using text features make it easier? What text features were not in this book?” We will discuss how some text features emphasize information, while others organize it. Can students classify and categorize these different types of features?

Build Student Vocabulary ambition

Tier 2 Word: ambition	
Contextualize the word as it is used in the story	When Jackie retired from baseball, “he gave a great deal of time to the Harlem YMCA, where he tried to teach children, as he said, ‘about self-respect, the meaning of ambition , and a hope for the future.’”
Explain the meaning student-friendly definition)	Ambition means a strong desire to reach a goal. When Jackie says that he spent time teaching children the meaning of ambition , he means that he was trying to teach them to strive to reach their goals.
Students repeat the word	Say the word ambition with me: ambition .
Teacher gives examples of the word in other contexts	As a child, my ambition was to become a teacher. Her ambition is to become a scientist.
Students provide examples	What is your ambition ? Start by saying, “My ambition is _____.”
Students repeat the word again.	What word are we talking about? ambition
Additional Vocabulary Words	vicious, humble, timid, fortunate, deed

50 Facts about Animals

1. Male seahorses give birth to babies.
2. Sharks never suffer from cancer.
3. Dolphins sleep with their eyes open.
4. There are crabs the size of a pea, called pea crabs.
5. Sharks are immune to all diseases
6. A group of jellyfish is called a smack.
7. Penguins “fly” underwater at 25 miles per hour.
8. Whales are warm-blooded, air-breathing mammals.
9. Fish do not have eyelids.
10. All shrimps are born male, but some become female when they mature.
11. Cows can climb stairs, but not go down stairs.
12. A rat can survive longer without water than a human.
13. A cow can give 20,000 gallons of milk.
14. Pigs can get sun-burned.
15. Cows have mooing accents, depending on where they are from.
16. If you play music for a cow, it will produce more milk.
17. Dogs outnumber people in Paris.
18. Goats outnumber people in Nevis, an island in the Caribbean.
19. There are more pigs than people in Denmark.
20. Sheep outnumber people in New Zealand, an island nation near Australia.
21. There are 70,000 types of spiders.
22. A headless cockroach can survive for several weeks.
23. The tastebuds of a butterfly are in its feet.
24. Honeybees visit about 2 million flowers to make one pound of honey.
25. Honeybees have hair on their eyes
26. For every one human on earth, there are 10 termites.
27. If a cockroach breaks a leg it can grow another one.
28. The earliest fossil cockroach is about 280 million years old.
29. Ants don't sleep.
30. The sense of smell of an ant is just as good as a dog's sense of smell.
31. An ostrich is the fastest bird on earth.
32. Most wild birds only live for 6 months.
33. A coin is heavier than a hummingbird
34. Chickens cannot swallow upside down.
35. An ostriches' brain is smaller than its eye.
36. A group of owls is called a parliament.
37. The world's smallest owl is the elf owl
38. The strike of the eagle talon is twice as powerful as a rifle bullet.
39. There are approximately 7,000 feathers on an eagle.
40. Benjamin Franklin wanted the national bird to be a turkey.
41. A lion's roar can be heard up to 5 miles away.
42. A zebra is white with black stripes, not black with white stripes.
43. The tusks of an elephant grow to over 200 pounds.
44. There are 50 million monkeys on Earth.
45. Zebras cannot see the color orange.
46. A giraffe can stick its tongue in its ear.
47. Giraffes have high blood pressure.
48. The crocodile's tongue is attached to the roof of its mouth.
49. Gorillas sleep 14 hours a day.
50. An elephant can smell water from 3 miles away.

Facts about Animals Key

Type of Animals	Location on Facts Handout
Ocean Animals	#1 -10
Farm Animals	#11-20
Insects and Bugs	#21-30
Birds	#31-40
Animals from the Jungle	#41- 50

Featuring Text Features

Text Feature	Description
Table of Contents	A list of chapters or divisions in a book and the pages on which they start.
Heading and Subheadings	The title of a paragraph, section, or chapter of a book. Subheadings further break down the subject of a heading.
Index	An alphabetized list of different topics in a book and the page numbers where information was mentioned.
Glossary	A list of special or difficult words in a book, along with their definitions.
Bold and Italicized Text	Bolded text is printed text that is heavier or darker than regular text. <i>Italicized</i> texts are slanted. Both bolded and <i>italicized</i> texts emphasize information .
Photographs and Captions	Photographs provide visual documentation of a real event or person in a book. Captions provide the main idea of the photograph.
Illustrations	Illustrations are drawn pictures that support an image in a text.
Maps	A representation of a place in a book. Maps can show points of interest, the distance or relationship between different places, and the journey a character or person takes in a place.
Diagrams, Charts, and Graphs	Diagrams, charts, and graphs are visual representations that show the relationship between different parts.
Timelines	Timelines shows the sequence of important events in the order in which they occurred.

Finding the Facts

Question	Text Feature	Answer
In what year did Jackie join both the Monarchs and the Royals?	Timeline (p. 91)	Jackie joined the Kansas City Monarchs in April 1945 and the Montreal Royals in October 1945.
Who said, “Stop Robinson!” and why?	Table of Contents	The coaches of opposing teams in college famously said “Stop Robinson!” to their team players to prevent him from winning for the opposing team.
What were the four sports that Jackie earned letters for in college?	Illustration (p. 25)	Jackie earned a letter for basketball, football, baseball, and track.
What was the “noble experiment”?	Table of Contents/ Chapter Heading	The “noble experiment” was Branch Rickey’s attempt to integrate professional baseball.
On what date (day and year) was Jackie named “Rookie of the Year”?	Timeline (pp. 91-92)	September 12, 1947

Unit Level Materials**Pacing Guide****Pacing Guide for *The Story of Jackie Robinson, Bravest Man in Baseball*****Day 1**

Begin Genre Lesson (through Guided Practice)

Begin Reading *The Story of Jackie Robinson, Bravest Man in Baseball*, Introductory Letter-Chapter 3

Begin the Student Packet Worksheets for Chapters 1-3

Begin the Genre Lesson Independent Practice in the Student Packet

Day 2

Finish Reading *The Story of Jackie Robinson, Bravest Man in Baseball*, Introductory Letter-Chapter 3

Complete the Student Packet Worksheets for Chapters 1-3

Complete the Genre Lesson Independent Practice in the Student Packet

Day 3

Begin Lesson 1

Day 4

Lesson 1 (continued)

Complete the Independent Practice for Lesson 1 in the Student Packet

Day 5

Begin Reading Chapters 4-5

Begin the Student Packet Worksheets for Chapters 4-5

Day 6

Finish Reading Chapters 4-5

Complete the Student Packet Worksheets for Chapters 4-5

Day 7

Begin Lesson 2

Day 8

Lesson 2 (continued)

Complete the Independent Practice for Lesson 2 in the Student Packet

Day 9

Begin Reading Chapters 6-8

Begin the Student Packet Worksheets for Chapters 6-8

Day 10

Finish Reading Chapters 6-8

Complete the Student Packet Worksheets for Chapters 6-8

Unit Level Materials

Day 11

Begin Lesson 3

Day 12

Lesson 3 (continued)

Complete the Independent Practice for Lesson 3 in the Student Packet

Day 13

Begin Reading Chapters 9-10

Begin the Student Packet Worksheets for Chapters 9-10

Day 14

Finish Reading Chapters 9-10

Complete the Student Packet Worksheets for Chapters 9-10

Day 15

Begin Lesson 4

Day 16

Lesson 4 (continued)

Complete the Independent Practice for Lesson 4 in the Student Packet

Day 17

Review for the Unit Assessment

Day 18

Unit Assessment

More Books for Teaching The Story of Jackie Robinson, Bravest Man in Baseball

▪ *The Story of Jackie Robinson: Bravest Man in Baseball* by Margaret Davidson

Directions: Use your book to fill out the information on the lines below. Then write your name on this packet.

Title: ***The Story of Jackie Robinson, Bravest Man in Baseball***

Author: _____

Genre: _____

Concepts: Character, Sequence, Voice, Point of View, Cause and Effect,
Author's Purpose, Classify and Categorize

Name: _____

Genre Lesson Independent Practice: *Jackie Robinson*: Biography or Autobiography?

Name: _____

Date: _____

Directions: Read Chapters 1 and 2 (“Before It All Began” and “Pro at an Early Age”.) Prove that the book is either a biography or an autobiography by identifying three sentences that illustrate the story’s point of view. Circle the point of view clue words in each sentence.

Who is the story mostly about? _____

Point of View: _____

Sentences that indicate the point of view of the story:

1. _____

2. _____

3. _____

Based on what you know about the story’s main character and the story’s point of view, is *The Story of Jackie Robinson* an autobiography or a biography?

Name: _____

Date: _____

Vocabulary Activity: One of These Words is Not Like the Others
 Chapter 1: “Before It All Began” — Chapter 3: “Stop Robinson!”

Directions: Read each group of words. Cross out the word that *does not* belong in the group. Then explain why the remaining words belong together.

1. pioneer leader follower founder

2. prejudgement prejudice fairness one-sidedness

3. speak clearly whisper mumble mutter

4. segregate separate divide unite

5. bring haul carry drop

Vocabulary Activity: One of These Words is Not Like the Others (continued)
Chapter 1: “Before It All Began” — Chapter 3: “Stop Robinson!”

6. tough strict stern gentle

7. horrible dire terrible lucky

8. calm worried tense nervous

9. crouch bend stretch squat

10. achievement triumph success failure

Name: _____

Date: _____

Comprehension Questions
Chapter 1: “Before It All Began” — Chapter 3: “Stop Robinson!”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension[®] on the line next to each question.

- _____ 1. What promise did Branch Rickey make?
- a. He would help Charlie get into the hotel.
 - b. African-American people would be treated the same way as white people.
 - c. Charlie’s team would win the baseball game.
 - d. Charlie would be allowed to play in the baseball game.

_____ 2. What experience led to the promise Branch Rickey made?

_____ 3. Describe Jackie’s mother, Mallie.

_____ 4. How did Jackie’s mother affect Jackie?

_____ 5. Place the following events that led to Jackie’s mother telling Mr. Sasser that slavery was over in the order that they happened.

Mr. Sasser stops by to ask why Mrs. Robinson did not tell him that her husband was leaving.

Mr. Robinson decides to look for a better job in Texas.

Mr. Sasser says if he knew Mr. Robinson was leaving, he could have gotten the sheriff to stop Mr. Robinson.

Comprehension Questions (continued)
 Chapter 1: “Before It All Began” — Chapter 3: “Stop Robinson!”

- _____ 6. What events led to Jackie Robinson joining the Pepper Street Gang?
- a. A white girl and her father called Jackie names, he met Martin Luther King, Jr., and Jackie became angry.
 - b. A white girl and her father called Jackie names, he learned that almost all African-American children were made fun of, and Jackie became angry.
 - c. A white girl and her father called Jackie names, California was segregated, and he was bored.
 - d. Jackie got hurt when a man threw rocks at him, California was segregated, and he met Martin Luther King, Jr.

_____ 7. How did Carl Anderson change Jackie’s life?

_____ 8. Describe Jackie’s college years.

- _____ 9. How did growing up in a white community change Jackie?
- a. He was ashamed of being African-American.
 - b. He was scared to leave his house.
 - c. He became angry and determined to succeed.
 - d. He was proud to be African-American.

- _____ 10. Which of the following facts supports the author’s opinion that Mallie is a caring and nurturing person?
- a. “But then often afterward she’d [Mallie] grow silent and sad.” (p. 9)
 - b. “Mallie spoke of the days when she had been growing up, and how desperately poor her family had been.” (p. 7)
 - c. “Mallie Robinson worked long and hard every day to support her family. But no matter how tired she was, she always had time in the evening to listen to what they had done that day.” (p. 7)
 - d. “Sometimes she [Mallie] spoke about her father, who had been a slave when he was Jackie’s age.” (p. 7)

Student Packet _____

Lesson 1 Independent Practice: Implicit Opinion Worksheet

Descriptive Language about Jackie

Name: _____

Date: _____

Directions: Use the chart below to figure out the author's opinion of Jackie Robinson. Choose facts and descriptive language from Chapter 3 to support your conclusion about the author's opinion.

The form consists of two large, vertically oriented rounded rectangular boxes. An arrow points from the left box to the right box. Each box contains ten horizontal lines for writing.

What is the author's opinion about Jackie Robinson?

A large rounded rectangular box containing five horizontal lines for writing.

Name: _____

Date: _____

Vocabulary Activity: Questions, Reasons, Examples
 Chapter 4: "Lieutenant Robinson — Chapter 5: "A Special Kind of Guts"

Directions: Think about the meaning of the following words from *The Story of Jackie Robinson Bravest Man in Baseball*.

discrimination, rejected, influence, furious, tormentor, coward, reputation

Answer the following questions about the vocabulary words.

- Which of the following is an example of **discrimination**? Explain.
 - Telling girls that they are not good enough to play on the basketball team.
 - Allowing everyone who wants to play on the basketball team to play, no matter their ability.

- When have you felt **rejected**?

- What could you do to **influence** a friend to help you clean your room?

- Why might you be **furious** at someone?

- Which of the following is an example of something a **tormentor** would do? Explain.
 - Sharing a sandwich with you when you forgot your lunch.
 - Stealing your sandwich that you brought for lunch.

- Would you want to be known as a **coward**? Why or why not?

Name: _____

Date: _____

Comprehension Questions

Chapter 4: “Lieutenant Robinson — Chapter 5: “A Special Kind of Guts”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension® on the line next to each question.

- _____ 1. What is Jim Crow?
- a. A set of rules that did not allow African-Americans to be members of the U.S. Army.
 - b. A set of rules that did not allow African-Americans to do the same things as whites.
 - c. A person who did not allow African-American people to play baseball.
 - d. A person who did not allow African-Americans to get into Officers Candidate School.

- _____ 2. How did Jim Crow policies affect Jackie?

- _____ 3. What happened when Jackie’s troop complained about the PX to him?

- _____ 4. What is the author’s opinion about Jackie’s gang years?
- a. She thought that Jackie’s gang years were a positive influence on him.
 - b. She thought that Jackie’s gang years were destructive and shameful.
 - c. She thought that Jackie’s gang years caused him to become caring.
 - d. She thought that Jackie’s gang years helped him to become wise.

- _____ 5. How has Jackie’s skin color affected his life?

Comprehension Questions (continued)

Chapter 4: “Lieutenant Robinson — Chapter 5: “A Special Kind of Guts”

_____ 6. How has Branch Rickey’s experience in the beginning of the book, before Jackie was born, affect Jackie’s life?

_____ 7. Why did Branch Rickey call Jackie hurtful names?
 a. Branch wanted to see if Jackie would be brave enough not to fight back.
 b. Branch wanted to see if Jackie would be afraid to fight back.
 c. Branch does not like African-American people.
 d. Branch was mad at Jackie.

_____ 8. What did Jackie promise to do in order to play for the Brooklyn Dodgers?

_____ 9. Branch Rickey called Jackie a “pioneer.” What did he mean?
 a. Jackie had to promise to be brave when he played on the baseball team.
 b. Jackie had to be afraid to fight back when people picked on him.
 c. Jackie would be the first African-American player on an all white baseball team and had to set an example and prove his worth so that other African-Americans could play too.
 d. Jackie had to fight back when people picked on him.

_____ 10. Why did the author title Chapter 5, “A Special Kind of Guts”?
 a. She wanted to show that Jackie would be brave enough to fight back when people picked on him as the first African-American person on a white baseball team.
 b. She wanted to show that it took a special person like Jackie to be brave enough to join the Dodgers as the first African-American on a white baseball team.
 c. She wanted to show that Jackie was brave enough to fight for the rights of African-Americans in the Army.
 d. She wanted to show that Jackie was brave enough to ask Branch Rickey if he could play for the Dodgers.

Lesson 2 Independent Practice: Jackie's Early Baseball Career Comic Strip

Name: _____

Date: _____

Directions: Retell Jackie's early sports career by identifying important sports events in his life from Chapter 3: "Stop Robinson!" and Chapter 5: "A Special Kind of Guts." Create a comic strip using captions and visual representations to retell his rise to baseball fame.

Jackie's Early Baseball Career Comic Strip		

Lesson 2 Independent Practice: Jackie's Early Baseball Career Comic Strip (continued)

The image shows a comic strip template with five panels. The top row consists of two panels of equal width. The middle row consists of three panels of equal width. The bottom row consists of two panels of equal width. All panels are empty, intended for drawing and writing.

Name: _____

Date: _____

Vocabulary Activity: Opposite Meanings
Chapter 6: "The Noble Experiment — Chapter 8: "Oh, What a Year!"

Directions: Read each sentence from the book. The definition of each bold word has been provided for you. Write two to four *antonyms* of the word on the line provided.

1. "Sometimes he was cheered, but often he was **heckled** and booed." (Chapter 6, p. 50)

heckled: make rude comments, bother, and attack someone

antonyms: _____

2. "But his outer calm masked a **tremendous** inner tension." (Chapter 6, p. 52)

tremendous: huge, large, overwhelming

antonyms: _____

3. "The catcher **fumbled** the ball and Jackie slid home with the tying run." (Chapter 6, p. 55)

fumbled: dropped or handled in a clumsy way

antonyms: _____

4. "More than anything he wanted to throw down his bat, stride over to the Phillies' dugout, grab one of those players, and smash his teeth in with his **despised** black fist." (Chapter 7, p. 64)

despised: greatly disliked someone or something

antonyms: _____

5. "They mentioned everything from a Negro's skull to the **repulsive** sores and diseases the rest of us would get if we touched the towels he used." (Chapter 7, p. 65)

repulsive: disgusting, gross

antonyms: _____

6. "For this abuse, more than anything else, started to 'solidify and **unite** the entire team behind Jackie.'" (Chapter 7, p. 65)

unite: join together and work to achieve something

antonyms: _____

7. "This business of being the first was not something you were **confronted** with one day and then didn't have to worry about anymore." (Chapter 8, p. 66)

confronted: came face to face with something

antonyms: _____

8. "On the field opposing fans and players continued to boo and **taunt** him." (Chapter 8, p. 66)

taunt: to make a person angry by teasing them

antonyms: _____

9. "Pee Wee was the first Dodger to **insist** that Jackie join the others in a card game." (Chapter 8, p. 68)

insist: to demand something very urgently

antonyms: _____

Name: _____

Date: _____

Comprehension Questions

Chapter 6: "The Noble Experiment — Chapter 8: "Oh, What a Year!"

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension[®] on the line next to each question.

- _____ 1. How did Jackie's treatment in Louisville, Kentucky affect his game?
- a. He felt horrible, did not play as well, and his team lost two games.
 - b. It made him a better player.
 - c. He acted out and was thrown off the team.
 - d. He decided to quit playing baseball.

_____ 2. How did Montreal winning the championship affect Jackie?

_____ 3. Place the following events from the championship games that led to Montreal's win in the order that they happened.

The Royals won the next two games and took the championship.

The Montreal fans booed the Colonels.

In the ninth inning of a game, Jackie made a home run.

_____ 4. How did Jackie change some of the people around him?

_____ 5. How did the Phillies' treatment of Jackie affect his teammates?

Comprehension Questions (continued)
 Chapter 6: “The Noble Experiment — Chapter 8: “Oh, What a Year!”

- _____ 6. What did Eddie Stanky mean when he said that Jackie couldn’t fight back?
- a. Jackie was not strong enough to fight back.
 - b. If Jackie fought back, it could have made things worse for African-Americans and he could have been thrown off the team.
 - c. Jackie did not have the courage to fight back.
 - d. Jackie would never win if he fought back because there were too many people who hated him.

- _____ 7. Which of the following statements supports the author’s opinion of racism?
- a. The author describes Jackie’s gang as a negative influence on Jackie.
 - b. The author describes Jackie’s mom as someone who was courageous.
 - c. The author describes Jackie as someone who excelled at many sports.
 - d. The author tells the reader facts about the mean words used and describes them as painful for Jackie.

- _____ 8. How did Jackie Robinson change the country?

- _____ 9. What effect did Jackie have on his teammates?
- a. He caused them to act out and get thrown off the team.
 - b. He helped them to become better baseball players.
 - c. He helped them to become better and more open towards people.
 - d. He caused them to fight the people who made fun of him.

- _____ 10. What are the major events that led to Jackie’s success in baseball?
- a. He practiced often and won every game he played in.
 - b. Branch Rickey allowed him to play for Montreal, he was polite when he was made fun of, stayed brave, and played his best.
 - c. He fought back against the people that made fun of him.
 - d. Pee Wee Reese helped him to become successful.

Student **Headline: Jackie Robinson Signed to Brooklyn Dodgers!**

Lesson 3 Independent Practice: Events and Effects

Name: _____ Date: _____

Directions: You are a journalist covering a significant event in the baseball history— Jackie Robinson getting signed to play with the Brooklyn Dodgers. In the space below, describe the event, list the effects of the event, and explain how it impacted Jackie’s life.

Large rectangular writing area with horizontal lines for text entry. A small grey corner graphic is present at the bottom right of the box.

Three horizontal lines for additional writing.

Lesson 3 Independent Practice: Events and Effects (continued)

A large rectangular box containing 18 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box. The bottom right corner of the box is folded over, creating a grey triangular shape.

Three horizontal lines for writing, positioned below the main writing area.

Name: _____

Date: _____

Vocabulary Activity: Making Choices

Chapter 9: “Jackie Speaks Out” — Chapter 10: “The End Came Too Soon”

Directions: Think about the meaning of the bold vocabulary word and read the situations that follow. Circle the situations that are examples of the vocabulary word.

1. Which of the following is an example of something that is **vicious**?
 - a. Cleaning up after dinner.
 - b. Helping a young child cross the street.
 - c. A group of kids that pick on a boy by teasing the boy.
 - d. Saying “please” and “thank you.”

2. Which of the following is an example of someone that is **humble**?
 - a. A team winning a game and then thanking the other team for good game.
 - b. A boy and a girl fighting with each other.
 - c. A boy telling everyone that he is the best baseball player.
 - d. A girl telling everyone about her new video game.

3. Which of the following is an example of someone that is **timid**?
 - a. Fireman who run into a burning building to look for people.
 - b. A woman who jumps into the ocean to rescue a boy.
 - c. A boy who climbs a high tree.
 - d. A girl who is new to a class and does not want to raise her hand.

4. Which of the following is an example of someone that is **fortunate**?
 - a. A girl who falls and breaks her leg.
 - b. A man who does not have enough to eat and then his neighbors bring him food.
 - c. A girl who gets sick on her birthday and her party has to be cancelled.
 - d. A boy who has his backpack stolen.

5. Which of the following shows that someone has **ambition**?
 - a. A boy studying hard so that he can go to college.
 - b. A boy that remembers to say, “you’re welcome.”
 - c. A girl helping her brother clean up.
 - d. A girl who never does her homework.

6. Which of the following is an example of a good **deed**?
 - a. A boy keeping all his toys to himself and not sharing with his friend.
 - b. A boy taking something that does not belong to him.
 - c. Bringing food to people that do not have enough to eat.
 - d. A girl pulling a kitten’s tail.

Name: _____

Date: _____

Comprehension Questions

Chapter 9: “Jackie Speaks Out” — Chapter 10: “The End Came Too Soon”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension[®] on the line next to each question.

_____ 1. How did Jackie’s attitude change after Branch Rickey told him he could say whatever he wanted?

- a. Jackie spoke out and got thrown off the team.
- b. Jackie felt great, spoke back when he was teased, and enjoyed being thrown out of the game for teasing.
- c. Jackie remained quiet and polite towards the other players.
- d. Jackie became very angry all the time.

_____ 2. What is the author’s opinion of Jackie? Use facts and descriptive language to support your answer.

_____ 3. Why was 1962 an important year in Jackie’s life? What text feature did you use to answer this question?

_____ 4. Place the following events when Branch told Jackie to speak out in the order that they happened.

A newspaper headline said, “Jackie Just Another Guy.”

Jackie punched a Phillie who called him names when Jackie could not talk back.

Jackie argued with an umpire and was thrown out of a game.

_____ 5. What was one effect of Jackie being allowed to speak out?

- a. The other players acted polite towards him.
- b. He upset some people and was called a “troublemaker.”
- c. He got thrown off the team.
- d. His teammates became jealous of him.

Comprehension Questions (continued)

Chapter 9: “Jackie Speaks Out” — Chapter 10: “The End Came Too Soon”

_____ 6. How did Jackie change from boyhood to manhood?

_____ 7. How did other people feel about Jackie? Give two examples.

_____ 8. What are the major events of Jackie’s life that helped develop him as a person?

_____ 9. What did Jackie do after he retired from professional baseball?

- a. Coached the Dodgers, marched with Martin Luther King, Jr. and worked for minority causes.
- b. Became the director of the NAACP, went to the Olympics, and worked for minority causes.
- c. Wrote newspaper columns, taught children about self-respect, and coached the Dodgers.
- d. Wrote newspaper columns, books, and worked for minority causes.

_____ 10. What did writer Roger Kahn mean when he said, “If death had robbed my wife, my children, and me of an admired friend, we are still fortunate for having the friendship of Jackie Robinson . . . So is all the family of man”? (p. 89)

- a. His family was upset that their great friend, Jackie Robinson had died.
- b. The world was lucky to have Jackie Robinson because he helped to show that all races of people should be treated equally.
- c. Jackie was a good friend and family member.
- d. Jackie was friends with Roger’s family.

Lesson 4 Independent Practice: Featuring Jackie!

Name: _____

Date: _____

Directions: Answer the following questions by identifying a text feature that will help you find the information about Jackie’s life. Then, use the information to answer each question.

Question	Text Feature	Answer
1. What happened before Jackie was born that impacted his life?		
2. What did Mallie think about Jackie as a boy?		
3. In what year did Jackie compete in two events on the same day? What were the events?		
4. What made Jackie lonely as a professional athlete?		
5. What did Jackie do after he retired from baseball?		

Student Packet Answer Key

The Story of Jackie Robinson, Bravest Man in Baseball

(Page references refer to the page that the activity appears on in the student packet.)

Jackie Robinson: Biography or Autobiography?, p. 2
Genre Lesson Independent Practice

Genre: Biography

Point of View: Third Person

Sentences: Answers will vary but should include references to “Jackie,” “he,” or “him.”

Vocabulary Activity: One of These Words is Not Like the Others, pp. 3-4
Chapter 1: “Before It All Began” — Chapter 3: ““Stop Robinson!””

1. follower; The remaining words belong together because they can all be used to describe someone that helps to establish new ways or ideas.
2. fairness; The remaining words belong together because they can all be used to describe someone that forms an opinion without any knowledge or reason.
3. speak clearly; The remaining words belong together because they all can be used to describe an unclear way of speaking.
4. unite; The remaining words belong together because they can all be used to describe ways to set groups apart from each other.
5. drop; The remaining words belong together because they can all be used to describe ways to hold something.
6. gentle; The remaining words belong together because they can all be used to describe someone that is harsh.
7. lucky; The remaining words belong together because they can all be used to describe something that is awful or dreadful.
8. calm; The remaining words belong together because they can all be used to describe someone that is anxious or stressed.
9. stretch; The remaining words belong together because they can all be used to describe ways to bend down.
10. failure; The remaining words belong together because they can all be used to describe a victory.

Comprehension Questions, pp. 5-6

Chapter 1: “Before It All Began” — Chapter 3: ““Stop Robinson!””

1. EI b. African-American people would be treated the same way as white people.
2. C/E When Branch Rickey brought his baseball team to a hotel in Indiana, the clerk told Charlie, who was one of the players on the team, that he could not stay in the hotel because he was African-American. Branch found Charlie crying that he was being made fun of just because he was African-American.
3. C Mallie is a strong woman. She worked many hours to support and care for her family. When her husband left, she stayed strong and sought out a better life for her family in California.
4. C/E, C Jackie’s mother affected Jackie because it helped him to try his best and take pride in himself. He realized that it was wrong to be in a gang and decided to leave. He wanted her to be proud of him and he went to college as she had hoped he would. He also saw how hard she had worked during her life and wanted to get a job to help her.
5. Seq. 2, 1, 3
6. Seq, C/E b. A white girl and her father called Jackie names, he learned that almost all African-American children were made fun of, and Jackie became angry.
7. C, C/E Carl changed Jackie’s life because he worked at a shop across the street from where the gang that Jackie was in spent most of their time. One day, he spoke to Jackie telling him that he had seen Jackie and the gang members acting out. He said that if Jackie continued, he would get in a lot of trouble. It was time for Jackie to realize that he did not need to be in the gang and that he was only doing it because he didn’t like that other people

Student Packet Answer Key

saw him as different. Carl also said that Jackie's mother would feel badly if Jackie was taken off to jail one day.

8. Seq., C When Jackie started at Pasadena College, sports fans were not interested in college teams until they heard what Jackie was doing. Jackie was very determined to play and succeed in multiple sports. He set goals for himself and competed against himself as well as the other participants in the sports that he played. Crowds came to watch him play. He was written up in newspapers. He was offered scholarships after he graduated from Pasadena and went to UCLA. At UCLA, Jackie played football, basketball, track, and baseball and became the first student to win a letter in all four sports.

9. C/E, C c. He became angry and determined to succeed.

10. F/O c. "Mallie Robinson worked long and hard every day to support her family, But no matter how tired she was, she always had time in the evening to listen to what they had done that day." (p. 7)

Implicit Opinion Worksheet, p. 7
Lesson 1 Independent Practice

Answers will vary but should use facts from Chapter 3 ("Stop Robinson!") to support the author's opinion that Jackie was a one of a kind athlete. Some facts might include: setting a new record for the high jump, competing in two different events in the same day (and winning both), being known up and down the West Coast, other coaches didn't want him to play on his coast, so they didn't have to play against him, he was the first student at UCLA to earn letters in 4 sports, etc.

Vocabulary Activity: Questions, Reasons, Examples, p. 8

Chapter 4: "Lieutenant Robinson — Chapter 5: "A Special Kind of Guts"

Student answers will vary, but should show evidence of understanding the definition of each word. Definitions for each word are below.

1. discrimination: unjust or unfair behavior based on age, race, gender, etc.
2. rejected: feeling unwanted
3. influence: to have an effect on someone or something
4. furious: feeling extremely angry
5. tormentor: a person that deliberately or purposely annoys or bothers someone
6. coward: someone that is easily scared and runs away from frightening situations

Comprehension Questions, pp. 9-10

Chapter 4: "Lieutenant Robinson — Chapter 5: "A Special Kind of Guts"

1. ViC b. A set of rules that did not allow African-Americans to do the same things as whites.
2. C/E, C Due to the Jim Crow system, Jackie had a hard time getting accepted to the Officers Candidate School in the Army. He only got accepted because he knew someone. When he later became Lieutenant, he saw many of his fellow African-American officers standing in long lines and having nowhere to sit in the PX. He angrily complained to the major in charge of the PX, but little was changed. He was also rejected from playing on the Army baseball team and was upset about that.
3. Seq When Jackie's troop complained about the PX, Jackie told them that he would see the Corporal about it. He politely spoke to the major in charge of the PX, but it ended in an argument. He then spoke to the Colonel who agreed that segregation was unfair. The Colonel wrote a letter to the general and it resulted in a few more tables being set aside for African-Americans in the PX, however the segregation policy remained.
4. F/O d. b. She thought that Jackie's gang years were destructive and shameful.
5. C, C/E Jackie's skin color has affected his life because he had a difficult time getting accepted into the Officers Candidate School. Later when he was finally accepted, he confronted discrimination in the PX Exchange. He tried to help the African-Americans in his troops by integrating the PX, but it did not work. He was rejected from playing on the Army baseball team. When he left the army, played on an all African-American baseball team, but had low morale and lived in poor conditions.

Student Packet Answer Key

6. C/E, Seq, C Branch Rickey’s early experience affects Jackie because Branch never forgot his promise to Charlie to make sure that African-Americans were treated the same way as whites. It inspired him to find the best African-American baseball player for his all white team. He kept hearing about Jackie and thought he would be a good fit for his team.
7. C/E a. Branch wanted to see if Jackie would be brave enough not to fight back.
8. C Jackie had to promise that when people teased him and hurt him for being African-American, he had to be strong enough not to fight back. He had to prove his worth by being polite and being successful on the baseball field.
9. ViC, C c. Jackie would be the first African-American player on an all white baseball team and had to set an example and prove his worth so that other African-Americans could play too.
10. AP, FL b. She wanted to show that it took a special person, like Jackie to be brave enough to join the Dodgers as the first African-American on a white baseball team.

Jackie’s Early Baseball Career Comic Strip, pp. 11-12
Lesson 2 Independent Practice

Important events to retell for the comic strip include:

- Jackie broke the junior college record for the broad jump on the same day that he helped his baseball team win championship game.
- At UCLA, Jackie was the first sportsman to win a letter in all four sports—football, basketball, baseball, and track.
- Jackie played with the Kansas Monarchs, an “all-Negro baseball team.”
- Branch Rickey convinced Jackie to participate in “the noble experiment.” In 1945, Branch Rickey signed Jackie Robinson to the Montreal Royals, a minor league team.

Vocabulary Activity: Opposite Meanings, p. 13

Chapter 6: “The Noble Experiment — Chapter 8: “Oh, What a Year!”

1. encourage, help, support
2. small, underwhelming, unimportant, tiny
3. skillful, coordinated, graceful
4. admired, liked, appreciated
5. pleasing, attractive
6. separate, divide,
7. avoid, ignore, back down
8. respect, praise, complement
9. forget, tolerate, endure

Comprehension Questions, pp. 14-15

Chapter 6: “The Noble Experiment — Chapter 8: “Oh, What a Year!”

1. C/E a. He felt horrible, did not play as well, and his team lost two games.
2. C, C/E He felt like people finally cared about him and felt like he could not let his fans down. He continued to play great baseball and inspired his teammates to do so as well. He also felt like he had proved himself to those who had made fun of him.
3. Seq 3, 1, 2
4. C, C/E Jackie changed some of the people around him because the manager of the Royals first made racial insults toward him. Once Jackie started to play and helped his team win the championship, the coach told him that it was wonderful to have him on the team and that he was a great competitor. Many white fans followed him to and from the locker room and all the way home because they liked him so much.
5. C/E The Phillies’ treatment of Jackie affected his teammates because they became mad as well. They came to Jackie’s defense and shouted at the players on the Phillies team. The team became united and supportive of Jackie.
6. DC b. If Jackie fought back, it could have made things worse for African-Americans and he could have been thrown off the team.
7. F/O d. The author tells the reader facts about the mean words used and describes them as painful for Jackie.

Student Packet Answer Key

8. C, C/E Jackie changed the country because his abilities as a baseball player and how he reacted to hatred changed how many whites acted towards African-Americans. Many people started to root for him and admire him. Many white people began to give African-Americans more respect.
9. C, C/E c. He helped them to become better and more open towards people.
10. Seq, C/E b. Branch Rickey allowed him to play for Montreal, he was polite when he was made fun of, stayed brave, and played his best.

Events and Effects, pp. 16-17**Lesson 3 Independent Practice**

Answers will vary, but students should describe the event using detail, list some effects, and explain how it helped Jackie change, grow or realize something about the world. For example, Jackie was signed to play for the Brooklyn Dodgers in the spring of 1947. One effect of his joining the Major Leagues was that young people and African-Americans began to attend baseball games to because Jackie was an inspiration to them. He gave them hope. The experience of inspiring the crowds and changing young minds away from racism helped Jackie realize how important baseball was to reversing discrimination, not just in baseball, but in all parts of American life.

Vocabulary Activity: Making Choices, p. 18**Chapter 9: “Jackie Speaks Out” — Chapter 10: “The End Came Too Soon”**

- c. A group of kids that pick on a boy by teasing the boy.
- a. A team winning a game and then thanking the other team for good game.
- d. A girl who is new to a class and does not want to raise her hand.
- b. A man who does not have enough to eat and then his neighbors bring him food.
- a. A boy studying hard so that he can go to college.
- c. Bringing food to people that do not have enough to eat.

Comprehension Questions, pp. 19-20**Chapter 9: “Jackie Speaks Out” — Chapter 10: “The End Came Too Soon”**

- C b. Jackie felt great, spoke back when he was teased, and enjoyed being thrown out of the game for teasing.
- F/O Answers will vary but should use facts to support the author’s opinion that Jackie was a one of a kind athlete and a brave person. Some facts might include: setting a new record for the high jump, competing in two different events in the same day (and winning both), being known up and down the West Coast, other coaches didn’t want him to play on his coast, so they didn’t have to play against him, he was the first student at UCLA to earn letters in 4 sports, being signed to play for the Dodgers, the first African-American to be inducted into the Baseball Hall of Fame, etc.
- TF 1962 was an important year in Jackie’s life because he was inducted into the Baseball Hall of Fame. He was the first African-American to be inducted into the Hall of Fame.
- Seq 2, 3, 1
- C/E b. He upset some people and was called a “troublemaker.”
- C, Seq Jackie changed from boyhood to manhood because when he was younger, he was involved in a gang. When he was in the gang, he did not respect other people as he stole from others and threw things at cars. As he got older, he became very angry at white people who teased African-Americans. He later learned to control his anger and prove himself by his behavior and abilities.
- C Other people greatly admired and respected Jackie. For example, when Jackie had diabetes and became blind, a fan asked him to sign a baseball. Jackie told the fan that since he was blind, he would probably sign over the other names on the ball. The fan told him that there were no other names on the ball and that he only wanted Jackie’s signature. At Jackie’s funeral, many people spoke about him. His teammate Pee Wee Reese said, “I know I couldn’t have done what Jackie did. Jackie was tough. He could take care of himself.”

Student Packet Answer Key

8. C, C/E The major events of Jackie's life that helped him develop as a person were that he grew up with just his mother who took pride in the family and loved them even though they struggled. When he was younger, Carl Anderson helped him realize that he should do something with his life rather than be in a gang. When he went to college, he was successful in four sports. When Jackie went to the Army, he confronted and learned how to deal with segregation. After the Army, he was recruited by Branch Rickey, who gave him a chance as the first African-American baseball player. He proved himself by his ability and did not give in to the people that teased him.
9. EI d. Wrote newspaper columns, books, and worked for minority causes.
10. DC b. The world was lucky to have Jackie Robinson because he helped to show that all races of people should be treated equally.

**Featuring Jackie! Worksheet, p. 21
Lesson 4 Independent Practice**

Question	Text Feature	Answer
1. What happened before Jackie was born that impacted his life?	Table of Contents/ Chapter Title	Branch Ricky witnessed racial discrimination against one of his ball players, Charlie Thomas, and promised that things would be different in the future.
2. What did Mallie think about Jackie as a boy?	Illustration (pg. 8) or Chapter Title	Mallie adored Jackie. She kissed him and protected him. Even when Jackie joined a gang, she took care of him and encouraged him to go to college.
3. In what year did Jackie compete in two events on the same day? What were the events?	Timeline	1938
4. What made Jackie lonely as a professional athlete?	Table of Contents/ Chapter Title	His fellow Dodgers were not accepting of his skin color and did not believe in his abilities because of it.
5. What did Jackie do after he retired from baseball?	Timeline	Jackie participated in many business and humanitarian activities. For example, he helped the Harlem YMCA and marched alongside Martin Luther King, Jr. He also became VP of Chock Full O' Nuts.

Unit Assessment

Name: _____

Date: _____

Fifth Grade Biography Unit Assessment
The Story of Jackie Robinson, Bravest Man in Baseball

Directions: Read each question. Circle the correct answer, or respond by writing complete sentences. You may use your book to help you find information from the story.

1. Put the following events from the story in the order in which they happened on a timeline by numbering the boxes from 1-3.

Branch Rickey witnessed discrimination against one of his baseball players, Charlie Thomas.

A young white girl and her father throw rocks and shout racial slurs at Jackie.

Jackie's mother, Mallie decided to move to Pasadena, California to get an education.

2. What is the author's opinion about discrimination? Use details and language from the text to support your answer.

3. Which of the following sentences from *The Story of Jackie Robinson, Bravest Man in Baseball* illustrates that the book is from the genre "biography"?
- a. "Those days as a superstar athlete were over, however."
 - b. "Playing segregated baseball for a team most of America never heard of."
 - c. "He didn't know that his life was about to take an amazing turn—because of an amazing man named Branch Rickey."
 - d. "Jim Crow was a system, 'a rigid pattern of discrimination that kept Negroes in as many ways as possible.'"

Unit Assessment

4. Which event caused Jackie to channel his anger at injustice in a positive way?
- Jackie joined the Pepper Street Gang.
 - The children convinced Jackie to play on two baseball teams.
 - The corner store owner talked to Jackie about how his gang behavior might hurt his mother.
 - Jackie worked hard to win at marbles.

5. How did the experience of witnessing discrimination at a hotel in Indiana impact Branch Rickey?

6. Which of the following text features can help the reader find the date Jackie married Rachel Isum?
- Map
 - Table of Contents
 - Illustrations
 - Timeline

7. What was the “noble experiment”?
- Branch Rickey’s idea to integrate African-American players into professional baseball.
 - Colonel Longley’s decision to put extra tables in the Post Exchange for the African-American soldiers.
 - Jackie Robinson competing in two junior college sports on one day.
 - The sports scholarship offered to Jackie Robinson to attend UCLA.

8. Why did Jackie Robinson ask heavyweight boxing champion Joe Louis for help?
- Jackie needed help fighting Jim Crow segregation at Fort Riley.
 - Jackie wanted to become a boxing champion.
 - Joe Louis could connect Jackie with important sports recruiters.
 - All of the above.

Unit Assessment

9. Retell Jackie’s experience in the military.

10. Which chapter title gives the reader a clue to find information about the high point of Jackie’s career?

- a. “The Loneliest Man”
- b. ““Stop Robinson!””
- c. “Oh, What a Year!”
- d. “Pro at an Early Age”

11. What is the author’s opinion about Jackie speaking out? Does the author think he should remain silent after the “noble experiment”?

12. Why did Branch Rickey challenge Jackie *not* to fight back against those who would taunt and challenge him?

Unit Assessment

13. Describe two obstacles Jackie faced as the only African-American player in professional baseball.

14. Like Jackie Robinson, Branch Rickey can be described as:

- a. athletic.
- b. courageous.
- c. lonely.
- d. hot-headed.

15. Read the following statement from another work about Jackie Robinson's life. Determine whether the statement is from a biography or autobiography, and explain how you know.

"I guess if I could choose one of the most important moments in my life, I would go back to 1947, in the Yankee Stadium in New York City. It was the opening day of the World Series and I was for the first time playing in the series as a member of the Brooklyn Dodgers team."

16. Why did Jackie think the headline, "JACKIE JUST ANOTHER GUY" was the best newspaper headline he ever read?

Unit Assessment

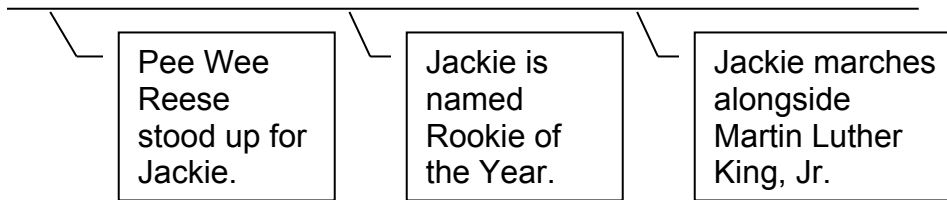
17. At the end of the biography, the author says, “Jackie Robinson [was] a tough-spirited man off the field as well as on.” Identify three facts from the text that support this opinion.

1. _____
2. _____
3. _____

18. Jackie Robinson impacted history by:

- a. being the first UCLA athlete to earn a letter in four different sports.
- b. being the first African-American baseball player signed to the Minor Leagues.
- c. being the first African-American baseball player signed to the Major Leagues.
- d. All of the above.

19. Look at the following timeline of Jackie Robinson’s life. Which event does not belong?



- a. Pee Wee Reese stood up for Jackie.
- b. Jackie is named Rookie of the Year.
- c. Jackie marches alongside Martin Luther King, Jr.
- d. None of the above.

20. What made Jackie Robinson the bravest man in baseball? Describe the obstacles he overcame in order to deserve this title.

Unit Assessment Answers

1. 1, 3, 2
2. Answers will vary, but should suggest that the author dislikes discrimination and should point out specific language or details from the text that support this position. (“Well, system or not, Jackie was ready as usual to fight for what he thought was right.” p. 28; “It’s obvious to me that guys who think like you are the reason why conditions are so bad in this camp, ‘ he thundered. ‘You’re the kind of guy who has no conception of what democracy is all about, and what’s more, you’ve got no business enjoying it.’” p. 33; “I’d been insulted by experts,’ Jackie said. ‘But never anything like this.’” p. 53)
3. c. “He didn’t know that his life was about to take an amazing turn—because of an amazing man named Branch Rickey.”
4. c. The corner store owner talked to Jackie about how his gang behavior might hurt his mother.
5. Branch Rickey thought that it was unfair that Charlie could not stay in the hotel because of the color of his skin. The event was life changing because he realized that he would have to fight unjust racial discrimination. It hatched the idea of the “Noble Experiment.”
6. d. Timeline
7. a. Branch Rickey’s idea to integrate African-American players into professional baseball.
8. a. Jackie needed help fighting Jim Crow segregation at Fort Riley.
9. First, Jackie went to basic training. Then, he tried to apply for Officers Candidate School, where he was rejected because he was African-American. He was told he was “not a leader of men.” Jackie asked Joe Louis to help him to get accepted into the program, where he was later appointed a lieutenant and became a “morale officer” for the African-American troops. Jackie overheard his troops talking about segregation in the Post Exchange, and he called the Officer Marshall and told him it was unfair. The Officer said many racist things, and Jackie lost his cool, breaking rank and yelling at his superior. Jackie had to speak with someone else, who installed a few benches at the Post Exchange. Finally, Jackie tried to join the baseball team but was excluded because he was African-American. He did not fight back.
10. c. “Oh, What a Year!”
11. Answers will vary, but should illustrate that the author thinks it was good that Jackie spoke out. Students should use facts from the text about Jackie’s impact and his philanthropy that support their conclusion about the author’s implicit opinion.
12. Branch Rickey wanted to prove to the world that Jackie could play, and he knew that if Jackie lost his head, he would lose the support and approval of the audience. Branch knew that many people were against the idea of an African-American player, and they had to convince people first of Jackie’s abilities.
13. Jackie faced a team that was antagonistic toward him (his own team) and many opposing players who tried to throw him off his game with racial slurs and insults. Many crowd members booed and doubted his abilities.
14. b. courageous.
15. The statement is an autobiography. I know because the author is using first person point of view words, such as “I” and “my.” It is told in the voice of Jackie Robinson, rather than another author.
16. Jackie was excited to be able to speak his mind again. He was also excited to be described as a professional baseball player like any other, rather than singled out because he was African-American.
17. Answers will vary, but might include: fighting back against the racist white girl and her dad in Pasadena; fighting back against the Officer Marshall; and staying focused on the game when other teams and their fans would taunt him; etc.
18. c. being the first African-American baseball player signed to the Major Leagues.
19. a. Pee Wee Reese stood up for Jackie.
20. Answers will vary, but should include details from the text that illustrate Jackie’s bravery in the face of obstacles. Possible answers can include: fighting back against the racist girl and her father, when others would run away; competing in two major sports events in one day, when others would only choose one; standing up for his troops to the Officer Marshall, when others would silently accept segregation as the norm; risking his safety by agreeing to the “noble experiment” and becoming the first African-American man in baseball; staying cool in the face of criticism and racism, while he proved his strength on the field, etc.

Unit Assessment Answers

Unit Assessment Analysis

Use the **Unit Assessment Answers** to mark each student’s assessment. Then refer to the following table to formally assess your students’ performance on their **Unit Assessment**. The table shows how each question is aligned to the concepts in this Unit. If a student gets question 1 wrong on the assessment, you will know that this student may benefit from a re-teaching of Sequence, since question 1 is a Sequence question. Use the table to pinpoint what Concepts your students need additional practice with.

Question #	Concepts										
	F/O	AP	G	PoV	CI/Ca	SEQ	C	P	C/E	EI	TF
1						X					
2	X										
3			X	X							
4									X		
5							X		X		
6											X
7										X	
8									X		
9						X	X	X			
10											X
11	X										
12									X		
13									X		
14							X				
15			X	X							
16							X				
17	X										
18									X		
19						X					
20							X	X			

Unit Assessment Answers

Use the following table to find the questions that are specifically aligned to the lessons and learning outcomes for the unit.

Question	Lesson(s)	Learning Outcome(s)
1	2	Students will be able to retell the events in the life of a main character.
2	1	Students will be able to infer an author’s unstated opinion about a subject using facts from the text.
3	Genre Lesson	Students will be able to distinguish biography and autobiography using a story’s point of view.
4	3	Students will be able to explain the impact of a life-changing experience on a person’s life.
5	3	Students will be able to explain the impact of a life-changing experience on a person’s life.
6	4	Students will be able to use a text feature to find and explain facts in a text.
9	2	Students will be able to retell the events in the life of a main character.
10	4	Students will be able to use a text feature to find and explain facts in a text.
11	1	Students will be able to infer an author’s unstated opinion about a subject using facts from the text.
15	Genre Lesson	Students will be able to distinguish biography and autobiography using a story’s point of view.
17	1	Students will be able to infer an author’s unstated opinion about a subject using facts from the text.
19	2	Students will be able to retell the events in the life of a main character.