



Civil Rights Baseball Card

Time: Days or Hours (How many days/hours will it take to complete this lesson?) 2-3 days
Grade Level: 7-12

Purpose (What will students learn from this lesson?):

The purpose of this lesson is to expose students to Civil Rights leaders from the 19th and 20th centuries. These figures had a huge impact on the American Civil Rights Movement and the advancement of laws, the fight for equality and equity. Students will learn about the background of a Civil Rights figure, obstacles they had to overcome, resilience, and their impact on the Civil Rights Movement. Students will learn how the Civil Rights struggle intersects with other themes.

Unit Enduring Understandings Alignment:

- Students will be able to identify a Civil Rights leader.
- Students will learn about the resilience, and sacrifices of the Civil Rights leader and how they were able to overcome systematic oppression and racism.
- Civil Rights are an essential component of democracy, ie., right to vote, fair trial, survival, etc...
- Civil Rights Movements impact all individuals, and creates awareness globally about injustices.

Lesson Guiding Questions:

- 5 W's (Who, What, When, Where, Why)...etc
- What contribution did they make to the Civil Rights movement?
- What obstacles did they overcome?
- How did the person exemplify the actions in the themes of: 1.) Racism; Discrimination, prejudice. 2.) Non-Violence, Resistance. 3.) Interconnection between struggles. 4.) Integration/Segregation. 5.) Peace, Power, Human Rights. 6.) Creative, Cultural expression. 7.) Victimization. 8.) Laws, Constitution, Activists.

Essential Skills:

- Students use critical thinking skills to compare different themes of the Civil Rights struggle.
- Students will use writing skills to communicate the comparison of the different themes.
- Students will use the internet to research a person that contributed to the Civil Rights movement.
- Students will find a picture for the front of the baseball card. They will download the picture or copy/paste it to use on the front of the baseball card.
- Students will cite the sources they use on the internet.
- Students will use artistic skills to make baseball cards aesthetically pleasing.

Cultural Wealth (Yosso, p. 78):

- Linguistic capital: Students are encouraged and may present with their “teach in” or mini oral/visual presentation using their intellectual and social skills attained through communication experiences in more than one language and/or style.

Ethnic Studies Principles Alignment:

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.
- Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.

Standards Alignment:

- CCSS- Speaking & Listening (Grades 9-10)
<http://www.corestandards.org/ELA-Literacy/SL/9-10/>
- CCSS- Speaking & Listening (Grades 11-12)
<http://www.corestandards.org/ELA-Literacy/SL/11-12/>
- CCSS Reading: Informational Text - (Grades 9-10)

- ADD -> READING 11-12, WRITING 9-12) LINKS
- RL 2,4 RI 2,3 WS 2b, 4, 6, 8,9

Materials:

1. Access to Internet 2. <u>Guiding Google Classroom Instructions</u>	3. Printer
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Modifications, Accommodations, Resources for Multilingual Students :

Students can create their baseball card in their preferred language.	
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Civil Rights	the rights of citizens to political and social freedom and equality.	Work with students to develop a personal dictionary of terms.
Interconnections	a mutual connection between two or more things.	Work with students to develop a personal dictionary of terms utilizing this
Victimization	the action of singling someone out for cruel or unjust treatment.	Work with students to develop a personal dictionary of

		terms.
Racism	prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.	Work with students to develop a personal dictionary of terms.
Resistance	the refusal to accept or comply with something; the attempt to prevent something by action or argument.	Work with students to develop a personal dictionary of terms.

C1: Cultural Ritual and Energizer

STEP	DESCRIPTION	TIME
Slide 3	Land Acknowledgement: Make a connection to the Native American tribe on whose land you are upon.	2 minutes
Slide 4	Ancestor Acknowledgement: Use a Civil Rights leader who has not been chosen by the students to present. The one offered on these slides is Mexican American/Chicano Civil Rights Leader, Cesar Chavez.	2 minutes
Slide 5	Cultural Energizer: Watch Jackie Robinson video and then facilitate a discussion. We are only measured by the differences we make in the lives of other people. What is at least one positive difference you hope to make in the life of another? What special talent do you have that can make that difference?	

C2: Critical Concepts

DESCRIPTION	TIME
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Slide 6	Students will do vocabulary research. Vocabulary Document	15 minutes
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C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): *The making of a Civil Rights Leader Baseball Card*

	DESCRIPTION	TIME
Slide 7	<p>Teacher will introduce the baseball card project worksheet. They should choose the Civil Rights Leader of their choice.</p> <p style="text-align: center;">1. Black History Month Baseball Card Worksheet</p> <p>“Jackie Robinson is the inspiration for this cultural production. He was both an athletic hero and an example of leading the way for the rights of Black Americans. Your Civil Rights Leader might not be an athlete, but will nonetheless be commemorated on a baseball card of your creation.”</p>	10 min.
Slides 8-10	View student sample Civil Rights Baseball cards for inspiration. The front and the back are displayed.	5 min
Slide 11	<p>Students will use the internet to begin research.</p> <p>Students will keep track of websites they used to cite sources. Students can use EasyBib, Citation machine, or other work cited websites to cite sources. Make sure they submit their works cited.</p>	30 min
Slide 12	<p>Students use google slides to create the baseball card. Students write answers on the back of their baseball card and place a picture on the front.</p> <p>TEMPLATE FOR THE BASEBALL CARD</p>	30 min

C4: Conclusive Dialogue/Critical Circular Exchange

<p>Slide 13</p>	<p>S present their baseball card to the class S fill out Graphic organizer while observing presentations. Civil Right Presentation Graphic Organizer</p> <p>On the back of the Civil Rights presentation organizer students will write a summary about the similarities their Civil Rights leader experienced compared to the presentations they observed.</p> <p>Students will write 1-2 sentences that describe which Civil Rights leader impacted you the most and why.</p> <p>T will solicit volunteers to share their responses. Students will write how they plan to speak out against injustices they may witness.</p>	<p>60 min</p>
	<p>T Posts Baseball Cards on the wall.</p>	

<p>Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p>This lesson is relevant for students because they learn how systematic racism has oppressed certain groups and created generations of inequality and inequity in this country. Students will explore individuals who have lived in unbelievable situations and were able to overcome these obstacles. Many times students see individuals as heroes on TV and in the media but never understand the human aspects of what they go through to get to a place of success. Oftentimes these individuals had to show unbelievable strength and had to be multiple times better, smarter, stronger, work-harder than their counterparts, but at the same time humans who had to make choices.</p>
<p>Assessment: How will the students be assessed?</p>	<p>Students will be assessed by creating a tangible baseball card to be turned in. They will also do an oral presentation in front of the class. They will be graded using a rubric on incorporating two themes, content, accuracy, fluency...</p>
<p>Evaluation: How will the effectiveness of</p>	<p>Students can submit a worksheet with a pre-mapped itinerary of the presentations. Students will fill out what they learned</p>

this lesson plan be
evaluated?

from the peer presentations.

RESOURCES AND NOTES

- Resources
- Notes
- Worksheets and Handouts.

Lesson Plan Contributors:

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