

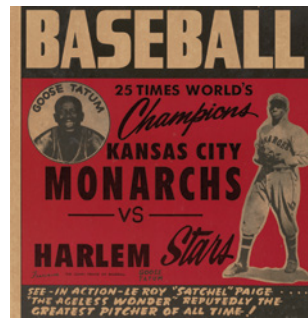
4

# Let's Play Ball

LEARN ▶ Module 4







4 | Module 4

## Let's Play Ball

How can individuals contribute to a collective legacy?

Name .....



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Printed in the USA  
A-Print

1 2 3 4 5 6 7 8 9 10 XXX 33 32 31 30 29 28 27 26 25 24

ISBN 979-8-88811-302-8

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# Knowledge Statements











## Lessons







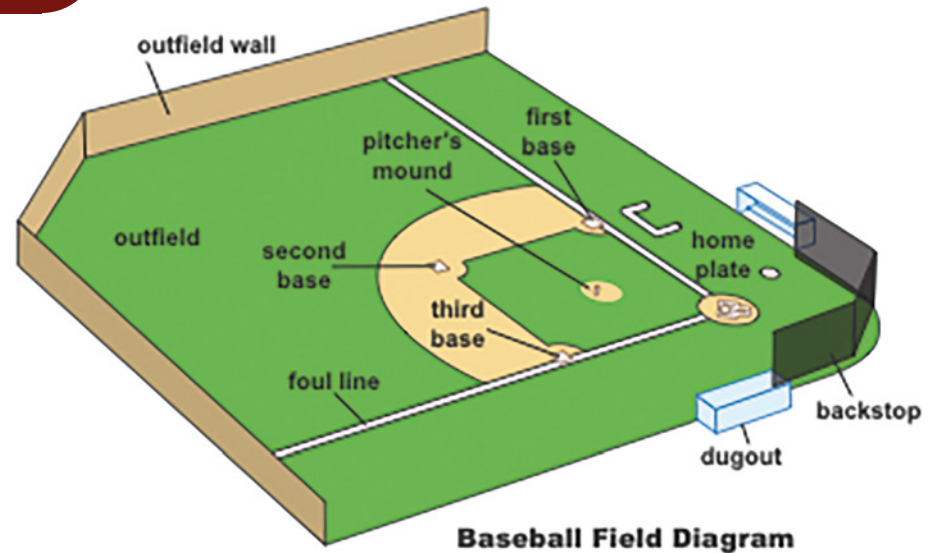
# Baseball

## Introduction

- 1 The sport of baseball has been called the national pastime of the United States. Each spring millions of fans look forward to the beginning of a new baseball season. Baseball is also popular in many Latin American and Asian countries, especially Japan. The game is played with a bat and a fist-sized ball. Two teams of nine players compete against each other. The goal is to score the most points, which are called runs.

## Playing Area and Equipment

- 2 A baseball field is divided into an infield and an outfield. Within the infield is a square area called the diamond. There are four bases, one on each corner of the diamond. One base is called home plate. The others are called first, second, and third base. The bases are 90 feet (about 27 meters) apart. The outfield is a grassy area beyond the infield. A wall usually marks the outer boundary of the outfield.



- 3 A raised, circular mound is located in the middle of the infield diamond. A player called the pitcher throws the ball toward home plate from a spot on the mound. The spot is known as the rubber. In professional baseball the rubber is 60 feet, 6 inches (18.4 meters) from home plate.
- 4 A baseball has a core made of cork and rubber. Yarn is wrapped around the core. The cover is made of two strips of white leather that are sewn together. Players hit the ball with a bat. A baseball bat is a smooth, rounded stick made of wood or aluminum. To catch the ball, players wear leather gloves.

## Playing the Game

- 5 The two teams in a baseball game take turns being batters (playing offense) and fielders (playing defense). The batting team, also called the team at bat, tries to score runs. It does this by advancing its players around the bases. The fielding team tries to prevent the batting team from scoring.
- 6 Play begins when the fielding team's pitcher throws, or pitches, the ball toward home plate. A batter tries to hit the pitched ball, called a pitch, out of the reach of the fielders. The fielding team tries to get the batters out. When a batter is called out, his turn at bat is over.
- 7 The pitcher can get a batter out by throwing three strikes. This is called a strikeout. An umpire behind home plate calls each pitch either a strike or a ball. A strike is a pitch that passes through the strike zone. The strike zone is an imaginary rectangular box above home plate. From bottom to top, it extends from the batter's knees to about the middle of his chest. The umpire calls a strike if the batter fails to swing at a pitch thrown in the strike zone. The batter also gets a strike for swinging at the ball and missing.
- 8 If a pitch is outside the strike zone and the batter does not swing, the umpire calls a ball. If the umpire calls four

balls during a batter's turn at bat, the batter receives a walk. A walk lets the batter go to first base. The batter also goes to first base if a pitch hits him.

- 9 If the batter hits the ball onto the field, he tries to run to first base or farther without making an out. The fielders can get the batter out in a variety of ways. For example, they can catch a hit ball before it bounces. They can also scoop up the ball and throw it to first base before the batter gets there. With the ball in hand, a fielder may also tag the batter out. If the batter safely gets to first base or farther, he is said to have gotten a hit.
- 10 After a batter reaches a base, he becomes a base runner. He tries to advance from base to base around the diamond. Usually he does this as the next batters get hits of their own. The batting team scores a run when a base runner goes all the way around the bases and returns to home plate.
- 11 After three batters have made outs, the fielding team takes its turn at bat. A period of play called an inning is completed after both teams have batted. After nine innings, the team with the most runs wins. If a game is tied, the teams play extra innings until the tie is broken.



## L2 | Glossary

**Baseball Terms** | Parts of Speech Key: **(n.)** noun, **(v.)** verb, **(adj.)** adjective

### **all-star (adj.)**

including mostly or only performers who are famous or very skillful

### **American League (n.)**

one of the two major leagues in professional US baseball

### **at the plate (idiom)**

describes a batter standing near home plate, facing the pitcher

### **bad hop (n.)**

when a ball bounces in an unexpected way, making it hard to defend

### **base runner (n.)**

a player who is on base or is trying to reach a base

### **baseman (n.)**

the player who defends the area around a specific base

### **bunt (v.)**

to hit a baseball lightly with the bat so that the ball rolls only a short distance

### **catcher (n.)**

the player who plays behind home plate and catches the pitches thrown by the pitcher

### **center field (n.)**

the part of the baseball outfield between right field and left field

### **commissioner (n.)**

an official who is in charge of a major professional sport

**curveball (n.)**

a pitch that is thrown with spin so that the ball curves in the air

**double (v.)**

to hit the ball so that you can reach second base

**doubleheader (n.)**

two games that are played one after the other on the same day

**dugout (n.)**

a low shelter that faces a baseball field and contains the bench where the players and coaches of a team sit

**farm team (n.)**

a minor-league baseball team that is associated with a major-league team

**fastball (n.)**

a very fast pitch

**fly ball (n.)**

a baseball that is hit high into the air

**free agent (n.)**

a professional athlete who is free to sign a contract to play for any team

**got on base**

describes when a runner safely reaches a base

**home run (n.)**

a hit that allows the batter to go around all the bases and score a run

**infield (n.)**

the part of a baseball field that includes the area within and around the three bases and home plate

**inning (n.)**

one of the usually nine parts of a game in which each team bats until three outs are made

**major leagues (n.)**

the two highest US baseball leagues (the American League and the National League)

**minor leagues (n.)**

professional baseball leagues that are not part of the major leagues

**National League (n.)**

one of the two major leagues in professional US baseball

**off-season (n.)**

a period of time when official games, tournaments, etc. are not being played

**on the mound**

describes a pitcher's position when ready to pitch to a batter

**outfield (n.)**

the part of a baseball field that includes the area beyond the infield and between the foul lines

**pennant (n.)**

the prize that is awarded to the champions of the American League and the National League each year

**pitcher (n.)**

the player who throws the ball to the batter in baseball

**recruit (v.)**

to find suitable people and get them to join a company, an organization, the armed forces, etc.

**rookie (n.)**

a first-year player in a professional sport

**semipro (adj.)**

describes a player who is paid money to play, but is not a professional

**shortstop (n.)**

the player who defends the area between second base and third base

**single (n.)**

a hit that allows the batter to reach first base

**spikes (n.)**

shoes with metal points attached to the bottom

**statistics or stats (n.)**

numbers that represent pieces of information (such as how often something is done, how common something is, etc.)

**steal (v.)**

to reach a base safely by running to it from the previous base when the ball has not been hit by a batter

**strike (n.)**

a pitch that passes through a certain area over home plate without being hit and that counts against the batter

**triple (v.)**

to hit the ball so that you can reach third base

**umpire (n.)**

a person who controls play and makes sure that players act according to the rules in a baseball event

**World Series (n.)**

the annual championship of the major leagues in the United States

# L2 | Gallery

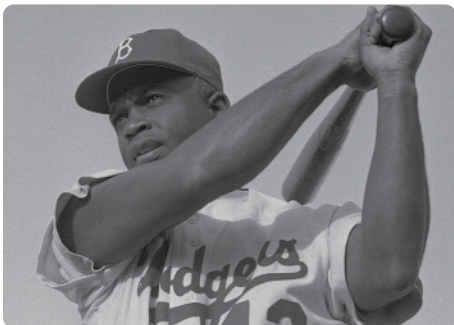
## “Baseball”



A batter at home plate getting ready to swing



Jackie Robinson, the first African American major league baseball player in the 20th century, with fellow all-star players Harold “Pee Wee” Rees, Willard Marshall, and Johnny Mize in 1949



Jackie Robinson at home plate



A pitcher's curveball grip, intended to make the ball drop and veer to the side as it approaches the batter



View from the stands of a diamond-shaped baseball field



# L3 | Notice and Wonder Chart

*We Are the Ship* | Write what you notice and wonder about the text.

Notice

Wonder

Notice	Wonder



# L3 | Notice and Wonder Chart

Work of Art 1 | Write what you notice and wonder about the work of art.

Notice

Wonder

Notice	Wonder



# L4 | Timeline

*We Are the Ship* | Read the text. Describe what happened during each of the year ranges.

Years

Mid-1800s

Mid-1860s

Late 1800s

Events

**Years**

Early 1900s

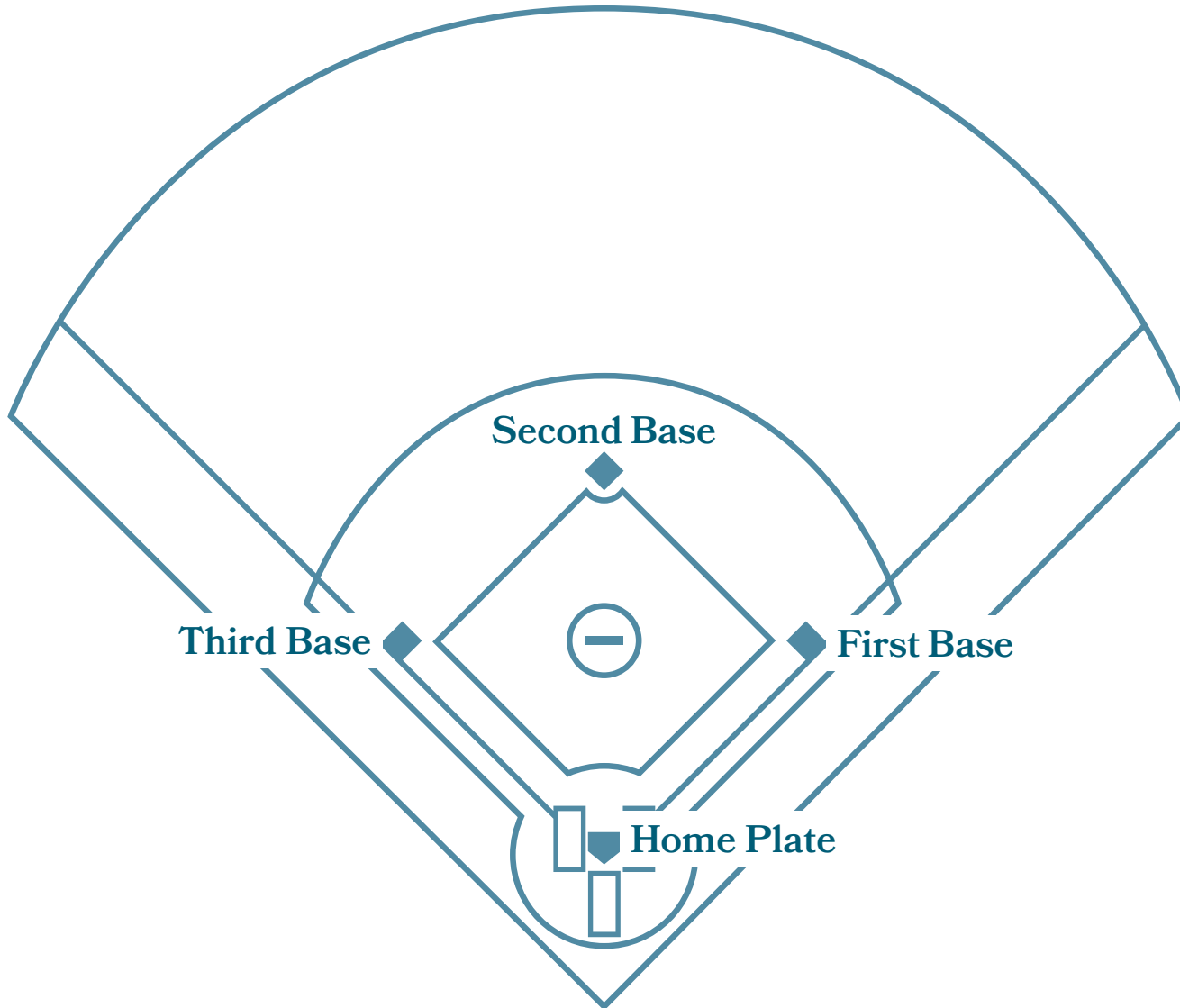
1920s

**Events**



# L6 | Baseball Field

*We Are the Ship* | Model the steps of the bunt-and-run play on the baseball field.





# L12 | All-Star Baseball Card

*We Are the Ship* | Write the name of your assigned player and draw him in the Front column. Add details and interesting facts about your assigned player to the Back column.

Front

Back

ON ARCHES  
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium

# ONARCHES

FIRST GAME - 1923, SEPT. 17, 8:45 P.M. at the Rupp Grounds  
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium



# Rube Foster

## Introduction

- 1 Rube Foster was a US baseball player. He gained fame as a pitcher, manager, and team owner in the first three decades of the 1900s. Foster became known as the “father of Black baseball” after founding the Negro National League in 1920.

## Early Life

- 2 Andrew Foster was born on September 17, 1879, in Calvert, Texas. He dropped out of school after the eighth grade. By the time he was 18, he was playing semiprofessional baseball in Texas for the Waco Yellow Jackets.

## Baseball Career

- 3 In 1902 Foster joined Frank Leland’s Chicago Union Giants. He left soon afterward to play in an integrated (both Black and White players) semiprofessional league



in Michigan. Foster gained attention in 1903 when, pitching for the Cuban X-Giants, he won four games (of a seven-game series) against the Philadelphia Giants in the “Colored Championship of the World.” In 1905 he totaled 51 victories out of 55 games played. Foster said he had earned his nickname “Rube” at some point before 1905 by outpitching the great White pitcher Rube Waddell.

- 4 Foster returned to Chicago and the Leland Giants in 1907. Working as both star pitcher and manager, Foster guided the team to 110 wins and 10 losses that year. He



was aggressive and intimidating on the field and with his players. He came up with new and original ways to win games. In 1910 Foster became owner of the Leland Giants and led the team to 123 wins and 6 losses.

5 In 1911 Foster, along with businessman John Schorling, formed the Chicago American Giants. The team became one of the greatest teams in the history of Black baseball, winning Negro Leagues championships in 1914, 1915, and 1917. In 1920 Foster met with seven

other owners of African American baseball teams in Kansas City, Missouri. The purpose of their meeting was to form a successful and long-lasting Negro baseball league. The Negro National League was born, and the league thrived under Foster's guidance.

6 In 1926 the strain of his work began to affect Foster's mental health. He was placed in a mental hospital in Kankakee, Illinois, where he died on December 9, 1930. Foster was elected to the Baseball Hall of Fame in 1981.



# L13 | Latin America Chart

*We Are the Ship* | Add at least five advantages and at least five disadvantages that the American Negro League players experienced in Latin America.

Advantages

Disadvantages

Advantages	Disadvantages

ON ARCHES  
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium



LEROY "Satchel" PAIGE

# L15 | Exhibition Games Organizer

*We Are the Ship* | Respond to the questions. Then describe how different people reacted to the exhibition games with the Negro League teams.

When did the exhibition games take place? \_\_\_\_\_

Who did Negro League teams play against in the exhibition games? \_\_\_\_\_

Home Team Players	Umpires and Audiences	Major League Players	Baseball Commissioner



# L16 | East-West Classic Organizer

*We Are the Ship* | Respond to the questions about the East-West Classic.

When was the East-West Classic played?

---

Where was it played?

---

Who played in the game?

---

How were the players selected?

---

Who attended the game?

ON ARCHIVES  
FIRST GAME TUES., SEPT. 17, 8:30 P.M. at the Ruppert Stadium  
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium



LEROY "Satchel" PAIGE

# L18 | Integration Organizer

*We Are the Ship* | Respond to the questions for each person.

Person	What did he think about integration?	How do you know?
Judge Kenesaw Mountain Landis		
A. B. "Happy" Chandler		
Branch Rickey		
Jackie Robinson		

# Women of the Negro Leagues

by Dr. Layton Revel, Center for Negro League Baseball Research

1 When people think about Negro League baseball, they remember the players like Satchel Paige, Josh Gibson, James “Cool Papa” Bell, Walter “Buck” Leonard, Jackie Robinson, etc. Sometimes they remember the great teams like Hilldale, Homestead Grays, New York Lincoln Giants, New York Cubans, Philadelphia Giants, or the Pittsburgh Crawfords. The one thing that all of these players and teams have in common besides being African Americans is that the players were all men and the teams were all male.

2 Unfortunately, many people do not know that women have played an important role in the history of Black baseball in America.

3 As far back as the mid-1880s, African American females were playing professional baseball. In 1883 the *New York Times* featured a story on the Dolly Vardens, who were an all-female African American professional baseball team. The Baltimore Black Sox Girls team played on the East Coast during the 1890s. In 1911 the Black Bronchos based out of St. Louis, Missouri, were a popular African American female professional team that barnstormed



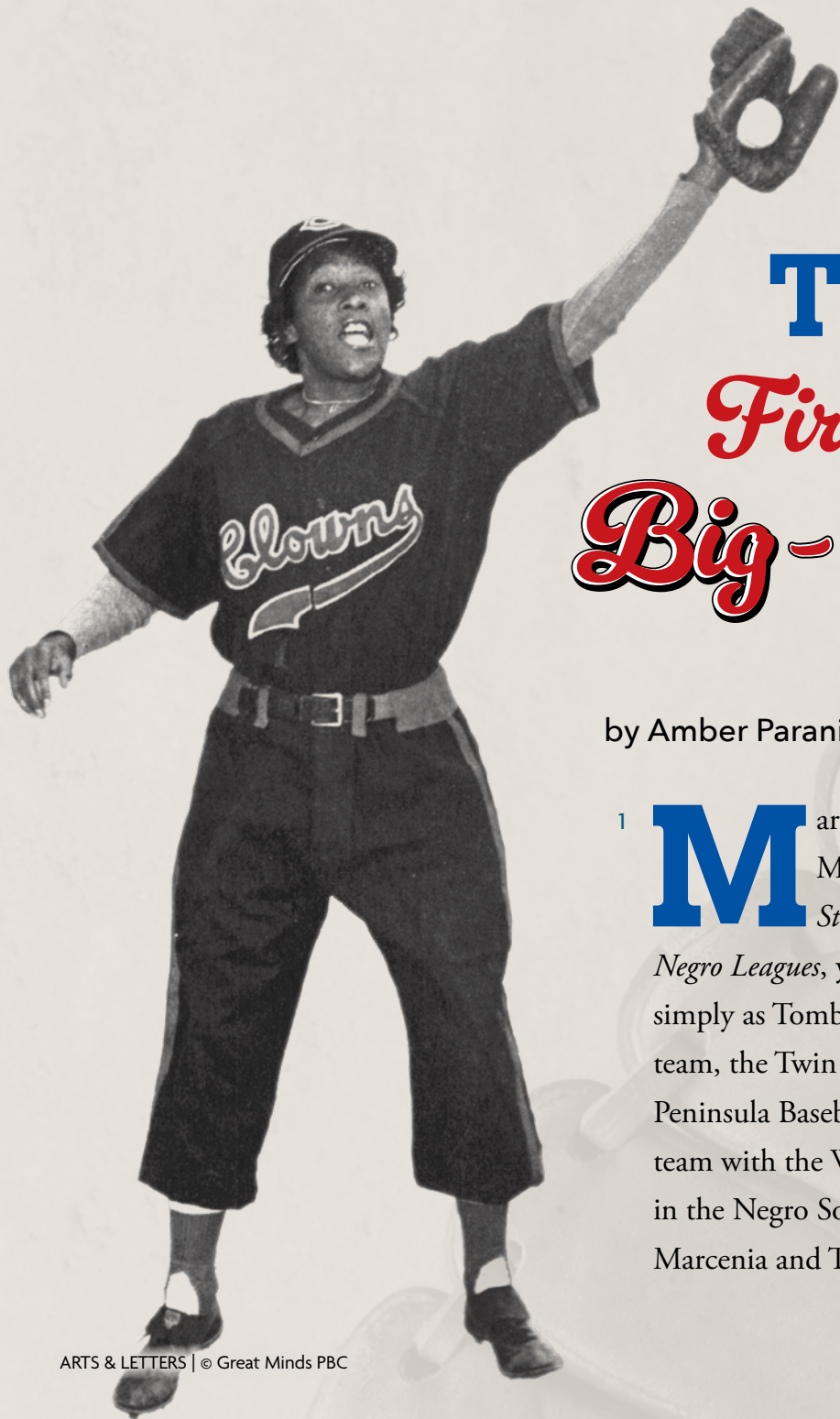
throughout the Midwest. The Royal Poinciana Hotel in Palm Beach, Florida, sponsored a men’s team for many years starting in 1898 through the early 1930s, but very few people know that they also had an all-girls team who were called the “Giants” in 1913.

4 Individual African American young ladies playing on all-male teams can be traced back to at least 1917, when Pearl Barrett was the featured first baseman for the Havana Stars.

5 In the 1940s and 1950s female players were signed in an effort to bring more fans to the stadiums, and it worked. Several females also owned Black baseball teams and were successful in their endeavors.

# ON ARCHES

FIRST GAME TUES., SEPT. 17, 8:45 P.M. at the Rupp Grounds  
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium



# TONI STONE:

## *First Woman to Play Big-League Baseball*

by Amber Paranick, *Library of Congress Blogs*

1 **M**arcenia Lyle Stone was born July 17, 1921, in Minneapolis, Minnesota. According to her biography, *Curveball: The Remarkable Story of Toni Stone, the First Woman to Play Professional Baseball in the Negro Leagues*, young Stone was only interested in sports. In fact, she was known simply as Tomboy growing up. As a teenager, she played for a local semi-professional team, the Twin City Colored Giants, as a second baseman. She then played for the Peninsula Baseball League and later the San Francisco Sea Lions, a semi-professional team with the West Coast Negro Baseball League, and the New Orleans Creoles in the Negro Southern League. At some point in her life, she dropped the names Marcenia and Tomboy and became Toni.

2 After Jackie Robinson broke the color barrier in Major League Baseball, playing with the Brooklyn Dodgers beginning in 1947, more Black players were signed to the previously segregated American and National Leagues.

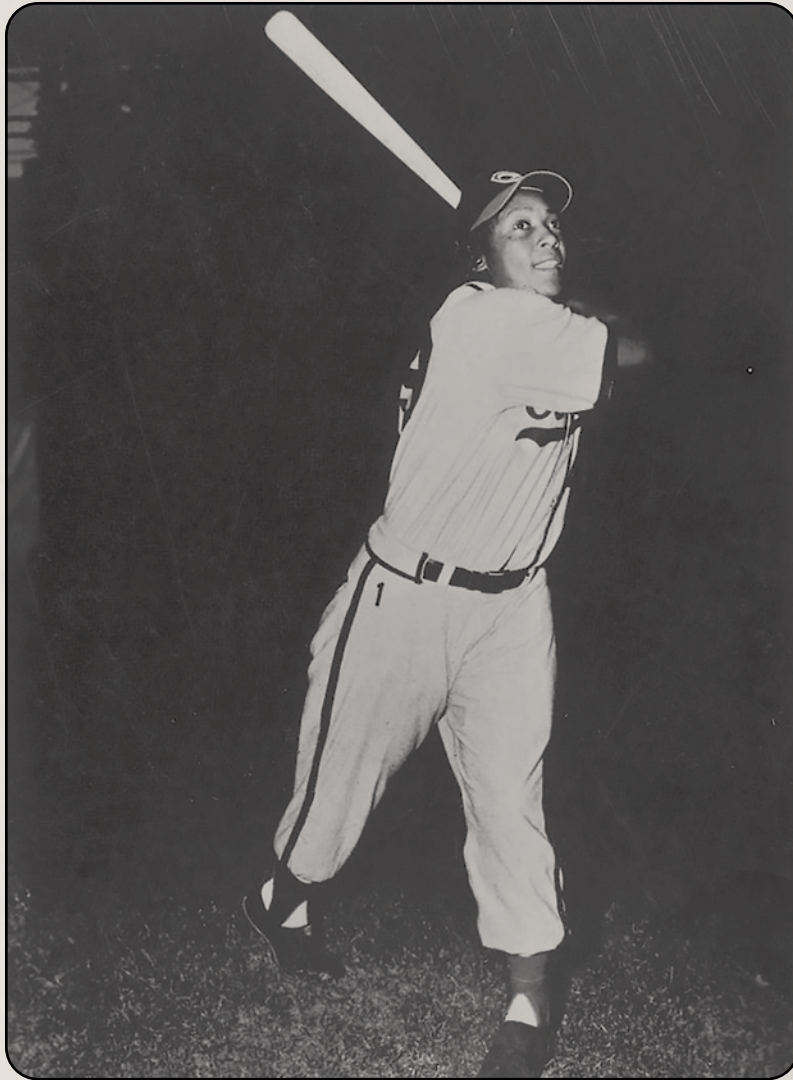
3 In order to keep fans interested, Negro leagues drafted women players including Stone, Connie Morgan, and Mamie “Peanut” Johnson. Stone’s break came when Syd Pollock, owner of the Indianapolis Clowns of the Negro American League, signed her in 1953. She took the spot of Hank Aaron, who had signed with the Milwaukee Braves.



According to a *New York Times* obituary (published in the November 10, 1996, issue), Pollock encouraged her to wear a skirt during the games, but she refused.

4 Although she was originally signed to increase ticket sales, she proved to be far more than just a novelty woman player. One newspaper article said of her playing—“she’s agile, has good baseball instinct, and knows what a Louisville Slugger is used for.” Typically, she played the first two or three innings of the game, before veteran Ray Neil, the league’s leading batter at the time, took over.

5 Overall, she played in 50 games and had an admirable .243 batting average. At one time, she was considered fourth in the league. It was reported that she got a hit off the legendary pitcher Satchel Paige and played with future Hall of Famers Ernie Banks and Willie Mays.



6 Stone was incredibly talented in the sport but despite this, some players criticized her publicly, including Clowns' player/manager, Buster Haywood. She didn't let it bother her. To quote a newspaper interview published in 1953:

“Toni says she does not expect the boys to ‘let up’ on her because she is a woman, in fact, ‘they never do,’ she added.” The *Jackson Advocate* reported:

**“ Toni Stone is capable of holding her own against the strongest male opponents and readily admits that none of her opposition takes it any easier on her because of her sex. She’s been playing with and against male baseball teams since the age of fifteen.”**

7 Stone played for the Clowns until 1954 when the team traded her to the Kansas City Monarchs. With the Monarchs, she played against Connie Morgan, who played with the Clowns at the time. The Monarchs won the game against the Clowns and the next day, the *Evening Star* said of the audience: “about 7,000 baseball fans shared the opinion today that the Monarchs’ girl second baseman, Toni Stone, is quite the ball player.” Stone retired from baseball in 1955. In 1993, she was inducted into the Women’s Sports Hall of Fame and the International Women’s Sports Hall of Fame. She died three years later on November 2, 1996, at the age of 75.

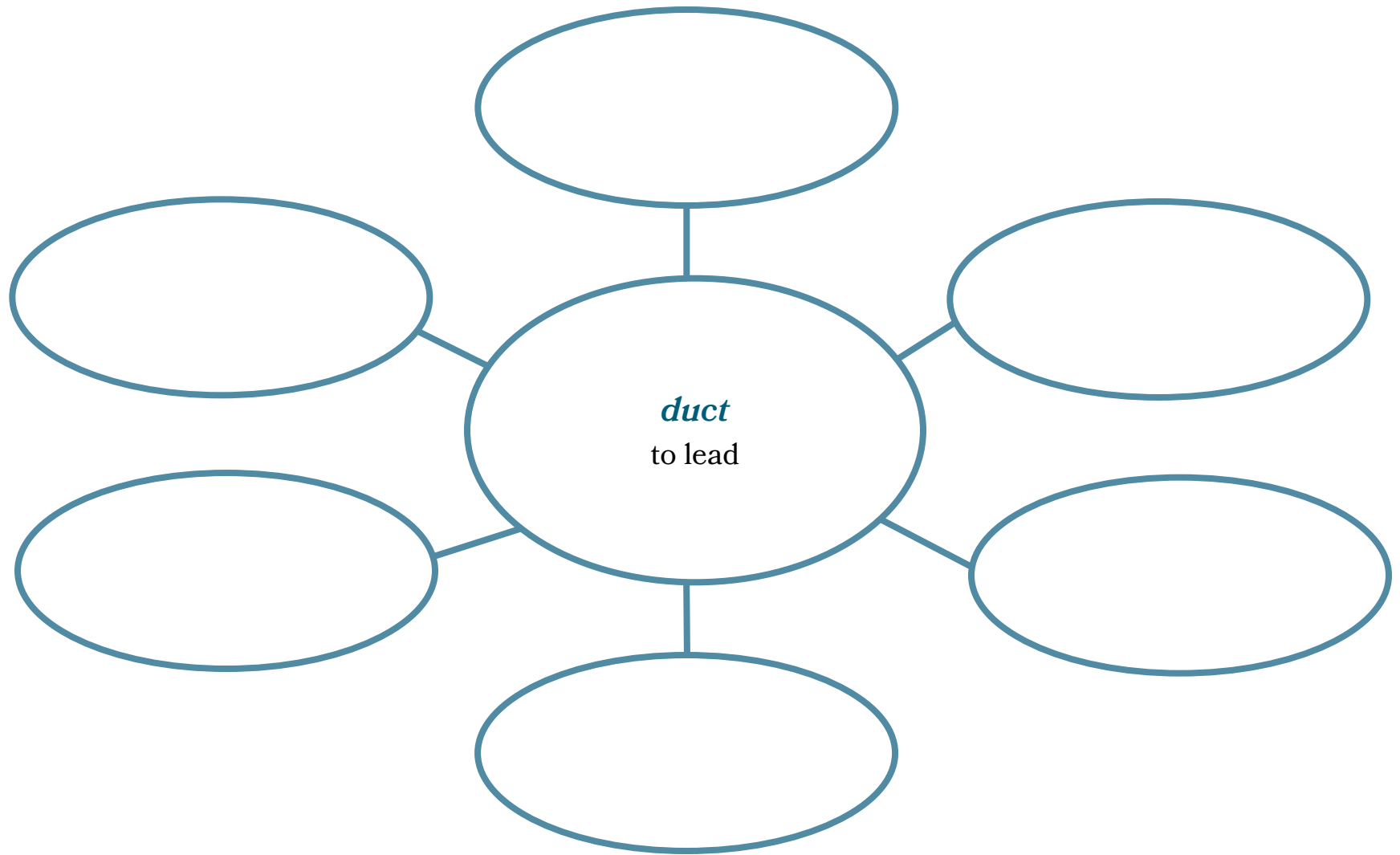
# ON ARCHES

FIRST GAME TUES., SEPT. 17, 8:45 P.M. at the Rupp Grounds  
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium



## L25 | Word Parts Web

**duct** | In the ovals, write words that contain the root *duct*.



ON ARCHES  
FIRST GAME - WED. SEPT. 11, 8:30 P.M. at the Fair Grounds  
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium



# L26 | Notice and Wonder Chart

*Testing the Ice* | Write what you notice and wonder about the text.

Notice

Wonder

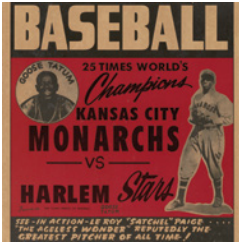
Notice	Wonder



## L28 | Courage Chart

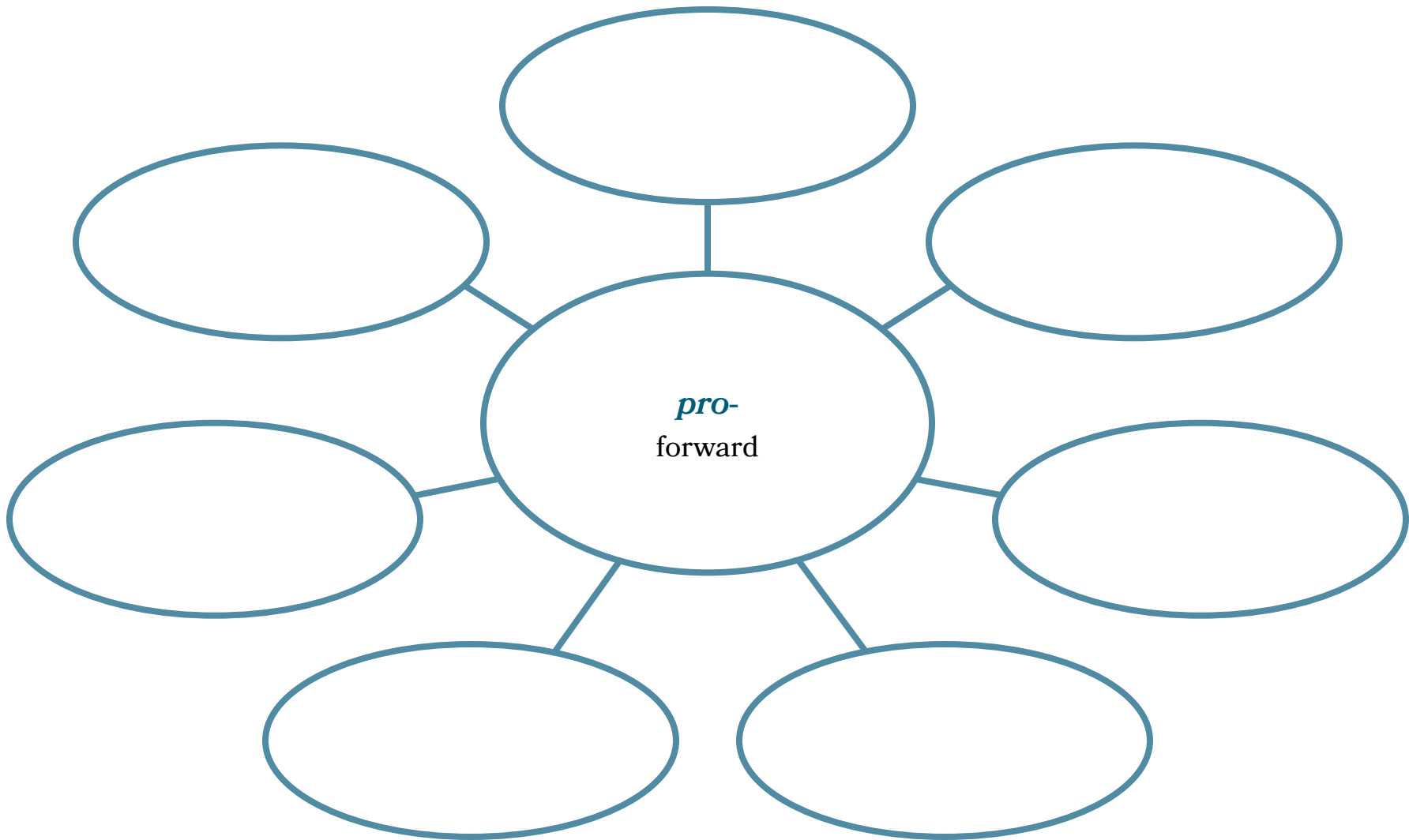
*Testing the Ice* | Add notes about the dangers Jackie Robinson faces and how he shows courage.

Situation	What dangers does Jackie Robinson face?	How does Jackie Robinson show courage?
integrating Major League Baseball		
testing the ice		



# L39 | Word Parts Web

*pro-* | In the ovals, write words that contain the prefix *pro-*.



**Talking Tool**





# Talking Tool



## Listen Closely

What do you mean by \_\_\_\_\_?  
Can you tell me more about \_\_\_\_\_?



## Share What You Think

I think \_\_\_\_\_ because \_\_\_\_\_.  
First, \_\_\_\_\_. Also, \_\_\_\_\_.  
I agree and I will add that \_\_\_\_\_.  
I disagree because \_\_\_\_\_.  
What you said makes me think \_\_\_\_\_.



## Support What You Say

In the text, \_\_\_\_\_.  
For example, \_\_\_\_\_.  
One reason is \_\_\_\_\_. Another reason is \_\_\_\_\_.  
This evidence shows \_\_\_\_\_.





**Writing**





# Guided Research Log

**Prompt:** Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log.

**Step 1 | Determine the focus:** Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

<b>Research Topic</b>	Rube Foster
<b>Research Question</b>	Who was Rube Foster and what is his legacy?
<b>What makes this an effective research question?</b>	
<b>Categories for Research</b>	

**Step 2 | Take notes from sources:** Add three categories. List the title of each source and author, if available. Quote or paraphrase details from each source related to the research categories.

Source and Author	Category 1:	Category 2:	Category 3:

Source and Author	Category 1:	Category 2:	Category 3:

<b>Source and Author</b>	<b>Category 1:</b>	<b>Category 2:</b>	<b>Category 3:</b>

**Step 3 | Refine research:** Identify a research gap and explain why it is a gap. Add search terms to find information that will close the gap. List the source that contains information to close the gap; include the title and author name, if available. Take notes from the source.

<b>Research Gap</b>	
<b>Reason for Research Gap</b>	
<b>Search Terms</b>	
<b>Source and Author</b>	
<b>Notes</b>	

**Step 4 | Synthesize knowledge:** Synthesize what you have learned about your research topic into two knowledge statements.

**Knowledge  
Statement 1**

**Knowledge  
Statement 2**

# On-Target Research Report Writing Model for Module 4

**Prompt:** Use writing, speaking, and a visual display to present your research about Rube Foster to a specific audience.

## Father of Black Baseball

Do you know who the Father of Black Baseball is? The answer is Rube Foster. Foster was a baseball player and executive in the Negro National League. His legacy is his long career in baseball and as the founder of the first successful Black baseball league.

## Foster's Life

One part of Andrew “Rube” Foster’s legacy is that he had a long career in baseball. He was born in Calvert, Texas, in 1879. Even as a young man, he was very smart and knew a lot about baseball. In the video “Rube Foster,” Bob Kendrick describes him as “The greatest baseball mind the world has ever seen.” His love of baseball and knowledge of the game influenced his career in many ways. He was a pitcher in the early 1900s. Later, he became a team manager, team owner, and finally, a league executive. Foster died on December 9, 1930.

Notes 

## The Negro National League

Rube Foster is remembered most as the founder of the first successful Black baseball league. On February 20, 1920, he met with other team owners and established the Negro National League. *We Are the Ship* says that Foster wanted to create a whole league that would become part of the major leagues. Other Negro leagues had existed, but they had all failed. In “About Rube Foster” on the National Baseball Hall of Fame site, it says that Foster was the president and the treasurer of the league. He made sure the players in his league were paid well, and he managed schedules and issues between players and team owners.

## Conclusion

Rube Foster was a great baseball pitcher and manager, but his most important contribution to baseball was the success of the Negro National League. Foster’s work with the Negro National League and its players led to barriers being broken as baseball players of all races eventually joined the major leagues.

Notes 

Sources:

*We Are the Ship* by Kadir Nelson

“About Rube Foster,” National Baseball Hall of Fame website

“Rube Foster,” Bob Kendrick

“Rube Foster,” *Britannica Kids*

Notes 



# Advanced Research Report Writing Model for Module 4

**Prompt:** Use writing, speaking, and a visual display to present your research about Rube Foster to a specific audience.

## Father of Black Baseball

Do you know who the Father of Black Baseball is? The answer is Rube Foster. Foster was a baseball player and executive in the Negro National League. His legacy is his long career in baseball and as the founder of the first successful Black baseball league.

## Foster's Life

One part of Andrew “Rube” Foster’s legacy is that he had a long career in baseball. He was born in Calvert, Texas, in 1879. Even as a young man, he was very smart and knew a lot about baseball. Foster taught Christy Mathewson, a major league pitcher, how to throw a pitch called the fadeaway. In *We Are the Ship*, it says that he invented a play called the bunt-and-run. In the video “Rube Foster,” Bob Kendrick describes him as “The greatest baseball mind the world has ever seen.” His love of baseball and knowledge of the game influenced his career in many ways. He was a

Notes 

pitcher in the early 1900s. Later, he became a team manager, team owner, and finally, a league executive. Foster died on December 9, 1930.

### **The Negro National League**

Rube Foster is remembered most as the founder of the first successful Black baseball league. On February 20, 1920, he met with other team owners and established the Negro National League. *We Are the Ship* says that Foster wanted to create a whole league that would become part of the major leagues. The book title comes from his saying, “We are the ship; all else the sea.” He meant that Black baseball players would have to build their own leagues. Other Negro leagues had existed, but they had all failed. In “About Rube Foster” on the National Baseball Hall of Fame site, it says that Foster was the president and the treasurer of the league. He made sure the players in his league were paid well, and he managed schedules and issues between players and team owners. His commitment to the league, the teams, and the players led to the success of the league and are part of his legacy.

Notes 

## Conclusion

Rube Foster was a great baseball pitcher and manager, but his most important contribution to baseball was the success of the Negro National League. Foster's work with the Negro National League and its players led to barriers being broken as baseball players of all races eventually joined the major leagues.

Sources:

*We Are the Ship* by Kadir Nelson

"About Rube Foster," National Baseball Hall of Fame website

"Rube Foster," Bob Kendrick

"Rube Foster," *Britannica Kids*

Notes 



# On-Target Creative Writing Model for Module 4

**Prompt:** Use writing, speaking, and a visual display to present your research about Rube Foster to a specific audience.

## The Day I Met Rube

It was a hot day in the middle of September 1903. I went with my family to see the Philadelphia Giants take on the Cuban X-Giants in Harrisburg for game six in the championship series.

I was excited to see Rube Foster pitch. He had this fadeaway that tricked hitters. Not many players could hit off him. Did you know that he once won 44 games in a row?

We got to the ballpark with our picnic lunch two hours before the game started. The players were on the field warming up.

After I ate, my little brother and I went down by the field to try to get the players' attention. When he came out of the dugout, Rube himself came over to us and said, "Hi." He shook my hand and asked if I played baseball. I told him that I wanted to play in the big leagues one day. He smiled and gave me a baseball before going to the mound.

I held that ball tight as we went back to my parents. Rube and the X-Giants won that afternoon! Rube pitched a great game.

Notes 

Rube Foster went on to manage teams in Chicago and even organized the Negro National League, the first successful Negro baseball league. I still have that baseball from 1903, saved in a case on my mantel.

Sources:

*We Are the Ship* by Kadir Nelson

“About Rube Foster,” National Baseball Hall of Fame website

“Rube Foster,” Bob Kendrick

“Rube Foster,” *Britannica Kids*

Notes 

# Advanced Creative Writing Model for Module 4

**Prompt:** Use writing, speaking, and a visual display to present your research about Rube Foster to a specific audience.

## The Day I Met Rube

September 18, 1903, was one of those beautiful fall days in Pennsylvania. The sky was blue, the temperature was warm, and the leaves were just barely beginning to change color. That afternoon, I went with my family to see the Philadelphia Giants take on the Cuban X-Giants in Harrisburg for game six in the championship series.

I was excited to see Rube Foster pitch. He had this fadeaway that tricked hitters. Not many players could hit off him. Did you know that he once won 44 games in a row?

We got to the ballpark with our picnic lunch two hours before the game started. Some of the players were on the field warming up.

After I ate my lunch of biscuits, beef, corn, and baked pears, my little brother and I went down by the field to try to get the players' attention. When he came out of the dugout, Rube himself came over to talk to us.

“Hi,” he said, as he shook my hand. I looked up at him and he asked, “Do you play baseball?”

Notes 

I nodded and then said, “I’m a pitcher. I want to play in the big leagues one day.”

He smiled and said, “Me too!” Then he winked and handed me a baseball before he went to the mound to throw.

I held that ball tight as we went back to my parents. Rube and the X-Giants won that afternoon! Rube pitched a great game!

Rube Foster went on to manage teams in Chicago and even organized the Negro National League, the first successful Negro baseball league. I still have that baseball from 1903, saved in a case on my mantel.

Sources:

*We Are the Ship* by Kadir Nelson

“About Rube Foster,” National Baseball Hall of Fame website

“Rube Foster,” Bob Kendrick

“Rube Foster,” *Britannica Kids*

Notes 

# Module Task 1

**Prompt:** Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process in this research log.

**Step 1 | Determine the focus:** Circle a research topic. Complete the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

<b>Research Topic</b>	Satchel Paige Cool Papa Bell Martín Dihigo Effa Manley
<b>Research Question</b>	Who was _____ and what is their legacy?
<b>What makes this an effective research question?</b>	
<b>Categories for Research</b>	

**Step 2 | Take notes from sources:** Add three categories. List the title of each source and author name, if available. Quote or paraphrase details from each source related to the research categories.

Source and Author	Category 1:	Category 2:	Category 3:

Source and Author	Category 1:	Category 2:	Category 3:

**Source  
and Author**

**Category 1:**

**Category 2:**

**Category 3:**

<b>Source and Author</b>	<b>Category 1:</b>	<b>Category 2:</b>	<b>Category 3:</b>

Source and Author	Category 1:	Category 2:	Category 3:

**Source  
and Author**

**Category 1:**

**Category 2:**

**Category 3:**

<b>Source and Author</b>	<b>Category 1:</b>	<b>Category 2:</b>	<b>Category 3:</b>

**Step 3 | Refine research:** Identify a research gap and explain why it is a gap. Add search terms to find information that will close the gap. List the source that contains information to close the gap; include the title and author name, if available. Take notes from the source.

<b>Research Gap</b>	
<b>Reason for Research Gap</b>	
<b>Search Terms</b>	
<b>Source and Author</b>	
<b>Notes</b>	

**Step 4 | Synthesize knowledge:** Synthesize what you have learned about your research topic into two knowledge statements.

**Knowledge  
Statement 1**

**Knowledge  
Statement 2**

# Checklist

**Module Task 1 | Prompt:** Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process on the Module Task 1 page.

- Satchel Paige
- Cool Papa Bell
- Martín Dihigo
- Effa Manley

	Review 1	Review 2
<b>Knowledge</b>		
shows knowledge of the research topic	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>		
asks questions about different aspects of a topic	<input type="checkbox"/>	<input type="checkbox"/>
provides at least two search terms related to the research question	<input type="checkbox"/>	<input type="checkbox"/>
has notes from print and digital sources	<input type="checkbox"/>	<input type="checkbox"/>
organizes notes into categories that show different aspects of the topic	<input type="checkbox"/>	<input type="checkbox"/>
asks and answers a focused question about a research gap	<input type="checkbox"/>	<input type="checkbox"/>

**Review 1**

**Review 2**

conveys important findings

provides a list of sources with the titles and authors

**Language**

uses correct capitalization

**Review 1 Comments**

**Review 2 Comments**









# Checklist

**End-of-Module Task** | Prompt: Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience.

	Review 1	Review 2
<b>Knowledge</b>		
shows knowledge of the research topic	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing, Speaking, and Visual Display</b>		
uses writing, speaking, and a visual display to convey important research findings	<input type="checkbox"/>	<input type="checkbox"/>
writes in a way that is appropriate to audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>
speaks about research findings in an organized manner	<input type="checkbox"/>	<input type="checkbox"/>
speaks in a way that is appropriate to audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>
shares relevant facts and details when speaking about research findings	<input type="checkbox"/>	<input type="checkbox"/>
has a visual display that is appropriate to audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>
has a visual display that enhances research findings	<input type="checkbox"/>	<input type="checkbox"/>

**Language**

uses formal English when appropriate

**Review 1 Comments**

**Review 2 Comments**

# Checklist

**Writing and Presentation Model for Module 4** | Prompt: Use writing, speaking, and a visual display to present your research about Rube Foster to a specific audience.

	Review 1	Review 2
<b>Knowledge</b>		
shows knowledge of Rube Foster	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing, Speaking, and Visual Display</b>		
uses writing, speaking, and a visual display to convey important research findings	<input type="checkbox"/>	<input type="checkbox"/>
writes in a way that is appropriate to audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>
speaks about research findings in an organized manner	<input type="checkbox"/>	<input type="checkbox"/>
speaks in a way that is appropriate to audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>
shares relevant facts and details when speaking about research findings	<input type="checkbox"/>	<input type="checkbox"/>
has a visual display that is appropriate to audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>
has a visual display that enhances research findings	<input type="checkbox"/>	<input type="checkbox"/>

Review 1

Review 2

**Language**

uses formal English when appropriate



Review 1 Comments

Review 2 Comments

# Planner

**End-of-Module Task** | Add at least two audiences to the Audience column. Then, add written, spoken, and visual components for each audience to the other columns. Finally, select an audience and the components for your presentation by circling one choice in each column.

Audience	Written	Spoken	Visual



# Spoken Component Organizer

End-of-Module Task | Respond to the questions.

How will you introduce your person?	How will you tell who your person was and what their legacy is?	How will you end your presentation?



# Visual Component Organizer

**End-of-Module Task** | Draw a sketch of your visual display. Add notes about elements that you plan to include in the display.

Sketch

Notes 



# Sentence Strategies

## Module 4

### Strategy 1: Use a coordinating conjunction to expand or link ideas.

---

**Examples:** and, but, or, for, so, yet

**Sample Sentences:** Blood contains red blood cells **and** white blood cells.  
Blood contains red blood cells, **and** it contains white blood cells.

### Strategy 2: Use a relative pronoun to add more information about a noun.

---

**Examples:** that, which, who

**Sample Sentence:** Walter Dean Myers wrote books, **which** won many awards.

### Strategy 3: Use a relative adverb to provide information about a time, place, or reason.

---

**Examples:** when, where, why

**Sample Sentences:** Walter Dean Myers was famous in New York City, **where** he was a popular speaker in schools.  
Myers wrote about African American teens **when** few others were writing about them.  
Myers cared about children's stories, and this is the reason **why** he wrote so many books about them.

## Strategy 4: Use an adjective to tell more about a noun.

---

Examples: tiny, round, new, yellow, silver, Spanish

Sample Sentence: Myths are **popular** stories that have been passed through **many** generations.

## Strategy 5: Use adverbs to tell “how” an action takes place.

---

Examples: quickly, slowly, secretly, easily, carefully

Sample Sentence: He **quickly** opened the bottle.

## Strategy 6: Use a prepositional phrase to provide information about a time or place.

---

Examples: at, before, during, for, in, inside, on, to

Sample Sentence: **For one week**, Hugo and Isabelle worked alone **at the toy booth**.

## Strategy 7: Use a modal with another verb to express ability, possibility, or certainty.

---

Examples: can, could, may, might, must, should

Sample Sentences: The colonists **can** protest.

The colonists **may** protest.

The colonists **must** protest.

## Strategy 8: Use a transition word or phrase to show cause and effect.

---

Examples: As a result, Therefore

Sample Sentences: The Declaration of Independence was written over several days and finally accepted on July 4, 1776. **As a result**, July 4 is a national holiday in the United States.

## Strategy 9: Use a transition word or phrase to add or contrast ideas.

---

**Examples:** Also, Similarly, However, On the other hand

**Sample Sentences:** The setting of *The Scarlet Stockings Spy* is real. **However**, the characters Maddy Rose and Jonathan are fictional.





**Fluency**







# Fluency Practice

## *We Are the Ship*, passage 1

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

### Fluency Elements

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.

## ***We Are the Ship*, passage 1, page 9**

by Kadir Nelson

It was after this success with the American Giants that Rube decided to organize an entire Negro baseball league. Rube aimed high. He wanted to create a league that would exhibit a professional level of play equal to or better than the majors, so that when it came time to integrate professional baseball, Negroes would be ready. See, Rube didn't want to put just one or two Negroes in the major leagues, he wanted to put the whole *league* into the major leagues. There would be the American League, the National League, and the Negro League. Rube knew that if Negroes were to play in a professional league, we'd have to organize it ourselves. "We are the ship," he proudly declared; "all else the sea."



# Fluency Practice

## *We Are the Ship*, passage 2

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

### Fluency Elements

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.

## ***We Are the Ship, passage 2, page 26***

by Kadir Nelson

Barnstorming through the South was nice at times. When we played in small black towns, people always treated it like it was a special occasion. For them, it was a big deal when a Negro League team came to town. It was like a family reunion. They would barbecue and play music. We had a grand ol' time. After the game, we'd go eat some of that good food and hang out with those nice folks before we had to jump on the bus again. It was in those towns that we'd find a lot of new ballplayers, too. They'd be playing wearing some ol' heavy shoes and raggedy uniforms, but many of those kids could throw like the devil and hit the ball a country mile! If they looked good enough, we'd bring them along with us. Had to make sure it was okay with their folks first, of course. We would also find new recruits when we played Negro college teams. In fact, that's where we found many of our rookie ballplayers. A good number of the guys in our league were college educated.



# Fluency Practice

## *We Are the Ship*, passage 3

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

### Fluency Elements

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.

## *We Are the Ship, passage 3, page 55*

by Kadir Nelson

It was a lot of fun playing down there, but sometimes it would get lonely. They treated us nice and it was really beautiful, but after a while we'd get a little homesick. There was always a language barrier, and their cultures were so different from ours. Playing in Latin America was a great way to spend the winter; but ask anybody, it is tough going without a plate of greens, sweet candied yams, and some buttermilk biscuits for four months. We knew when it was time to go home.



# Fluency Practice

## *We Are the Ship*, passage 4

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

### Fluency Elements

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.

## ***We Are the Ship, passage 4, page 74***

by Kadir Nelson

Jackie signed with the Brooklyn Dodgers in 1945. He played his first year with Montreal, the Dodgers' farm team, and led the team to the minor league World Series. In the spring of 1947, Jackie was called up to the Dodgers and did well there, too. He hit .297 and led his team with 29 stolen bases and 125 runs scored. He also had twelve home runs. The Dodgers won the pennant in 1947, and *The Sporting News* named Jackie rookie of the year. But the most amazing thing of all was that he did it under all that pressure.



# Fluency Practice

## Testing the Ice

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

### Fluency Elements

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.

## *Testing the Ice*

by Sharon Robinson and illustrated by Kadir Nelson

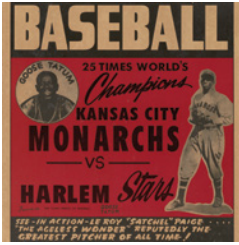
Now, years have passed, and we understand even more how much courage it took for my father to step out on that ice. In fact, Dad showed the same courage on the ice that day as he did when he broke the color barrier in baseball. No one really knew what would happen. But he felt his way along an untried path—like a blind man tapping for clues.

That was Jackie Robinson. And that was my dad. Big, heavy, out there alone on the lake, testing the ice to be sure it would be safe for us.

And he did it—even though he couldn't swim!

**Volume of Reading**

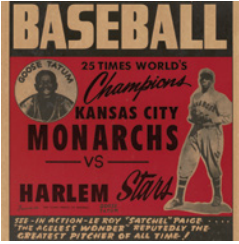




# Volume of Reading Questions

**Module 4** | After reading or listening to a text, add to your reading log for module 4. Then follow your teacher's instructions for which questions to answer in your journal.

<b>Wonder</b>	What do I notice and wonder about this text?
<b>Organize</b>	What is happening in this text?
<b>Reveal</b>	What does a deeper look at point of view reveal? What does a deeper look at text features reveal?
<b>Distill</b>	What is a central idea in this text?
<b>Know</b>	How does this text build my knowledge?
<b>Essential Question</b>	How can individuals contribute to a collective legacy?
<b>Your Knowledge</b>	What people in your life or community have contributed to a collective legacy?



## Reading Log

After reading or listening to a text, write the date and text title. If you did not read a whole text, write the page numbers for the section that you did read.

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages

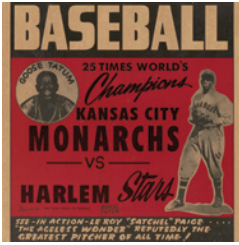
Date	Title	Pages

Date	Title	Pages



**Glossary**





# Glossary

Module 4 | Parts of Speech Key: **(n.)** noun, **(v.)** verb, **(adj.)** adjective

## barrier (n.)

1. a law, rule, problem, etc. that makes something difficult or impossible
2. something that prevents or blocks movement from one place to another



Notes 

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## collective (adj.)

shared or done by a group of people



Notes 

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**courage (n.)**

the ability to do something that you know is difficult or dangerous

---

**dedication (n.)**

a feeling of very strong support for or loyalty to someone or something



---

**dignity (n.)**

the quality of being worthy of honor or respect

### **eloquent (adj.)**

1. having or showing the ability to use language clearly and effectively
  2. clearly showing feeling or meaning
- 

### **exhibition (n.)**

a public display of athletic skill

Notes 

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**harmony (n.)**

1. the combination of different musical notes played or sung at the same time to produce a pleasing sound
2. the combination of separate but similar elements to create a pleasing, unified whole



---

**homophone (n.)**

a word that is pronounced like another word but has a different meaning, origin, or spelling

### **induct (v.)**

to officially make someone a member of a group or organization

---

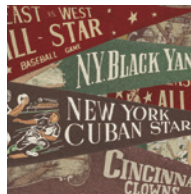
### **integrate (v.)**

to bring together people who have previously been separated because of race, gender, religion, or ability



### **league (n.)**

a group of sports teams that play against each other



---

## legacy (n.)

contributions a person makes to the world;  
memorable actions or characteristics of a person

---

## legend (n.)

a famous person who is known for  
doing something extremely well



---

## passion (n.)

a strong feeling of enthusiasm or  
excitement for something or about  
doing something



### pride (n.)

a feeling that you respect yourself and deserve to be respected by other people



---

### professional (adj.)

1. paid to participate in a sport or activity
2. showing appropriate behavior and judgment when performing a specific job



---

### recognition (n.)

special attention or notice especially by the public for someone's work or actions

---

## research

1. (n.) careful study or activity to find and report new knowledge about a subject
2. (v.) to collect more information about a subject



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## segregate (v.)

to separate people because of race, gender, religion, or ability







Research







# INDIVIDUALS FROM

## LEROY "SACHEL" PAIGE



Leroy "Satchel" Paige was a pitcher in Negro League baseball. After a successful career in Negro League baseball, he went on to become the first African American player to pitch in the World Series.

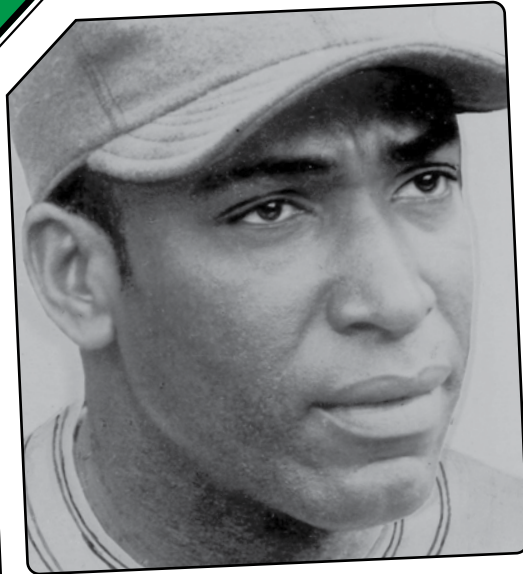
## JAMES "COOL PAPA" BELL



James "Cool Papa" Bell was an outfielder in the Negro Leagues. This switch-hitter was also known as the "fastest man in all of baseball."

# THE NEGRO LEAGUES

MARTÍN DIHIGO



Cuban-born pitcher Martín Dihigo was extremely knowledgeable about baseball. He used this knowledge to find success in baseball as a player and manager.

EFFA MANLEY



Effa Manley co-owned the Newark Eagles with her husband Abe. She was a clever leader committed to civil rights and bringing respect to Negro League baseball.



# An Overdue Honor

by Clay Stites



- 1 **T**he Negro Leagues produced some of the best baseball players of all time. Why, then, were those players denied admission to the National Baseball Hall of Fame for so many years?
- 2 The Hall of Fame began inducting members in 1936. Until 1962, when Jackie Robinson became the first Black member, all the inductees were White men from the major leagues. The baseball establishment refused to officially recognize the players from the Negro Leagues as eligible candidates for the Hall of Fame.

- 3 Things began to change in 1969. That's when Major League Baseball owners selected Bowie Kuhn to be the new commissioner of baseball. Kuhn wanted the greats of the Negro Leagues to be recognized. But he also knew there was a problem. Because these great players had not played in the official major leagues, many people felt that even the best Black players should not be honored in the same hall as the great White players.
- 4 So Kuhn offered a compromise: He proposed a separate Hall of Fame for the Negro Leagues players. The

first man chosen to receive this honor was pitcher Leroy “Satchel” Paige.

- 5 Paige had been the biggest attraction of all during the Negro Leagues’ barnstorming days of the 1930s and 1940s. He had toured with a variety of teams, most notably the Pittsburgh Crawfords and the Kansas City Monarchs. He was remembered as a master showman. Sometimes he was so sure of his ability to strike out batters that he would signal all his fielders to come sit in the infield while he struck out the side. He had a blazing fastball, laser-beam control, and a baffling “hesitation pitch.”
- 6 Buck Leonard, a great Negro Leagues hitter who later was elected to the Hall of Fame, once said, “You knew what he was going to throw you. You just couldn’t hit it.” In fact, Paige would sometimes announce his pitches to the batters—and they still couldn’t hit them! Joe DiMaggio, who played an exhibition game against him, said, “Satchel was the best pitcher I ever faced—and the

fastest.” Most players, Black and White, agreed that Paige was one of the greatest pitchers of all time.

- 7 After Jackie Robinson broke the color barrier in baseball in 1947, Paige pitched in a few major-league games, but his best years were behind him. He was already well over 40 years old, far older than any other pitcher in baseball. He was close to 60 years old when he pitched his last game in 1965 as a publicity stunt.
- 8 While there’s no question it was an honor for Paige to be chosen, sportswriters and fans around the country began to ask why Paige would not be included in the regular Hall of Fame. To many people, it seemed as though a “special section” was just another instance of segregation.
- 9 In the end, public pressure changed Kuhn’s mind. On August 9, 1971, Leroy “Satchel” Paige became the first Negro Leagues player to be inducted into the National Baseball Hall of Fame. Over the years, 34 other Negro Leagues players have joined him there—a long overdue honor.

# Cool Papa Bell

Source: Britannica Kids



- 1 **T**he baseball player called Cool Papa Bell is known as one of the fastest baserunners of all time. He was elected to the Baseball Hall of Fame in 1974.
- 2 James Thomas Bell was born on May 17, 1903, in Starkville, Mississippi. He began playing baseball as a professional at age 19. At the time, African Americans were not allowed to play for major league teams. They played instead for teams in the Negro Leagues.
- 3 Bell earned the nickname “Cool Papa” as a very young man. One day he struck out Oscar Charleston, a future Hall of Fame player, without showing any nervousness at all.
- 4 Bell’s career lasted from 1922 to 1950. He played for several different Negro League teams as well as for

leagues in Mexico and the Dominican Republic. In 1940

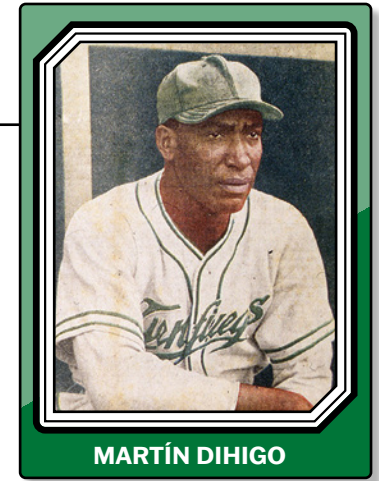
he won the Mexican League’s triple crown, leading the league in batting average, home runs, and runs batted in.

- 5 Bell’s outstanding talent was his speed. It is believed that he once stole 175 bases in less than 200 games. The most famous story about his speed was told by his old roommate Satchel Paige. Paige joked that Cool Papa could turn out the hotel room lights and be in his bed before the room got dark!
- 6 Bell finished his baseball career in 1950 as a player-manager of a team in Kansas City. He died on March 7, 1991.



# Martín Dihigo

by Milton Jamail



**1** **M**artín Dihigo, bynames El Inmortal (“The Immortal”) and El Maestro (“The Teacher”), (born May 25, 1906, Cidra [Matanzas], Cuba—died May 20, 1971, Cienfuegos), professional baseball player who became a national hero in his native Cuba. In addition to playing in the Cuban League, Dihigo played in the leagues of the Dominican Republic, Mexico, and Venezuela and in the US Negro Leagues. Because of the color barrier that existed in professional baseball in the United States until 1947, Dihigo is not familiar to most fans there, yet he is considered to be among the best players in the history of the game.

**2** During his career, which spanned the years 1922 to 1947 and included play in both summer and winter leagues in five countries, Dihigo had a lifetime batting average of .304 and a pitching record of 256 wins and 136 losses. He began his career in the United States with the Cuban Stars of the Eastern Colored League, but he played for the Homestead Grays, the Hilldale Giants, the Darby Daisies, and the New York Cubans. Dihigo was known for his versatility and could play all infield

and outfield positions. A large man—standing 6 feet 4 inches (1.93 metres) tall and weighing 190 pounds (86 kg)—he was an exceptionally graceful athlete, possessed great speed in the outfield and on the base paths, and was an outstanding hitter.

**3** As unusual as it is to have a player who is able to play well at all the fielding positions, what ultimately set Dihigo apart is that he was also an outstanding pitcher. Once in Cuba and again in Mexico, Dihigo was the leading pitcher and the batting champion in the same season. After his playing career ended in 1947, Dihigo managed in both Cuba and Mexico until the late 1950s. Later in life he was the minister of sports in Cuba. Dihigo was inducted into the Baseball Hall of Fame in Cooperstown, New York, US, in 1977; until the induction of Tony Pérez in 2000, Dihigo was the only Cuban represented at the Hall. He is also enshrined in the Baseball Halls of Fame in Cuba and Mexico.



# ON AND OFF THE FIELD

by Simeon Lipman



- 1 **I**n an era marked by discrimination against both Blacks and women, Effa Manley blazed a trail in the 1930s and '40s for all female sports executives. As both owner and manager of the Newark (New Jersey) Eagles, one of the Negro Leagues' most popular franchises, Manley fought for better schedules, better travel, and better salaries for her players. She was one of the first to truly recognize that her team was more than just entertainment for the masses. Rather, it was a community resource, prompting former Eagles player Max Manning to say, "The Eagles were to [Black] Newark what the Dodgers were to Brooklyn."
- 2 Among the many posts she held, Manley served as the treasurer of the Newark chapter of the National Association for the Advancement of Colored People (NAACP) and often used Eagles games to promote various civic causes. As a manager, she was a brilliant

strategist and a shrewd judge of baseball talent, signing future Hall of Famers Larry Doby and Monte Irvin, as well as future Brooklyn Dodgers great Don Newcombe. As a climax to her career, her team won the 1946 Negro League World Series.

- 3 The integration of baseball and the subsequent raiding of Negro Leagues rosters by major league teams signaled the end of the Newark Eagles, and, in 1948, the team disbanded. Manley, however, never lost her affection for the game. In fact, after she passed away in 1981, the words "She Loved Baseball" were etched on her gravestone. With her monumental achievements as both owner and manager of the Newark Eagles, it would come as no surprise if Manley one day would become the first woman elected to the National Baseball Hall of Fame.



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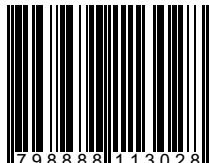
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#### ON THE COVER

*Jackie Robinson on the Field, 1950*

Photograph

Photo by Michael Ochs Archives/Getty Images



every child  
is capable of  
greatness