



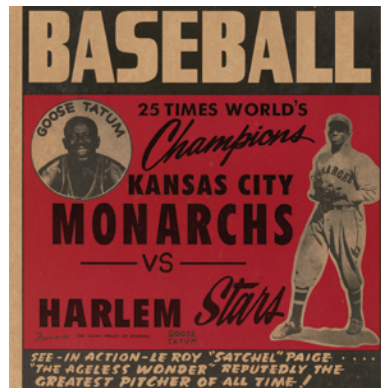
4

PROLOGUE

Module 4

Let's Play Ball

Arts
& letters™



Prologue | 4 | Module 4

Let's Play Ball

How can individuals contribute to a collective legacy?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

Published by Great Minds PBC
greatminds.org

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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 979-8-88811-257-1

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Arc A | *We Are the Ship*

Prologue to L4	14
• Learning Goal Examine key details in <i>We Are the Ship</i> .	
• Language Progress Use a subordinating conjunction to expand or link ideas.	
Prologue to L5	20
• Learning Goal Examine comparisons in “1st Inning” of <i>We Are the Ship</i> .	
• Language Progress Adjust your speech to match your audience, setting, and purpose.	
Prologue to L7	28
• Learning Goal Discuss details that describe the Negro National League “brand.”	
• Language Progress Use a relative pronoun to add more information about a noun.	

Prologue to L8 34

- **Learning Goal** | Describe how Nelson’s research for *We Are the Ship* follows the steps of the research process.
- **Language Progress** | Speak about research findings in an organized manner.

Prologue to L10 40

- **Learning Goal** | Examine sentences describing details about the Negro National League.
- **Language Progress** | Use a relative adverb to add more information about a time, place, or reason.

Arc B | *We Are the Ship*

Prologue to L11 46

- **Learning Goal** | Examine key details about Gus Greenlee.
- **Language Progress** | Use a coordinating conjunction to expand or link ideas.

Prologue to L12 52

- **Learning Goal** | Examine key details about Cool Papa Bell from “5th Inning” of *We Are the Ship*.
- **Language Progress** | Use an adjective to tell more about a noun.

Prologue to L13 58

- **Learning Goal** | Identify relevant information from a digital source about Rube Foster.
- **Language Progress** | Share relevant facts and details when speaking about research findings.

ES., SEPT. 17, 8:45 P.M. at the Pole Grounds in New York City
IURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium, Newark, N. J.

Prologue to L15 64

- **Learning Goal** | Examine descriptions of players' reactions to the exhibition games in "7th Inning" of *We Are the Ship*.
- **Language Progress** | Elaborate on the evidence you use.

Prologue to L16 70

- **Learning Goal** | Examine key details about the people who attended the East-West Game in "8th Inning" of *We Are the Ship*.
- **Language Progress** | Use a prepositional phrase to provide information about a time or place.

Prologue to L18 76

- **Learning Goal** | Analyze how information is organized in the Research Report Writing Model for Module 4.
- **Language Progress** | Speak about research findings in an organized manner.

Prologue to L19 82

- **Learning Goal** | Examine details describing Jackie Robinson's reactions in different situations.
- **Language Progress** | Use adverbs to tell "how" an action takes place.

Prologue to L20 90

- **Learning Goal** | Discuss key details about Jackie Robinson from *We Are the Ship*.
- **Language Progress** | Use a transition word or phrase to show cause and effect.

Prologue to L23 96

- **Learning Goal** | Use the correct homophone to describe what happened when Jackie Robinson joined the major leagues.
- **Language Progress** | Correctly use frequently confused words.



Arc C | *Testing the Ice*

Prologue to L27 102

- **Learning Goal** | Discuss details about Jackie Robinson from *Testing the Ice*.
- **Language Progress** | Elaborate on the evidence you use.

Prologue to L28 110

- **Learning Goal** | Examine details describing Jackie Robinson's feelings and actions in *Testing the Ice*.
- **Language Progress** | Use a transition word or phrase to add or contrast ideas.

Prologue to L29 116

- **Learning Goal** | Examine details about Jackie Robinson's decision to join the major leagues.
- **Language Progress** | Adjust your speech to match your audience, setting, and purpose.

Prologue to L30 122

- **Learning Goal** | Synthesize details about Jackie Robinson's experience as a Major League Baseball player.
- **Language Progress** | Speak about research findings in an organized manner.

Appendices

Prologue Vocabulary 128

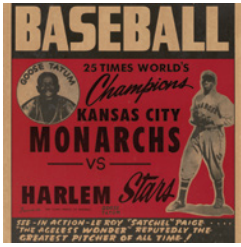
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ESSENTIAL QUESTION

How can individuals contribute to a collective legacy?

PROLOGUE MODULE FOCUS

In module 4, *Arts & Letters Prologue*™ lessons focus on helping students deepen their understanding of how courageous individuals contributed to the success of the Negro Leagues in the mid-20th century.

- *Prologue* lessons support reading development by exploring literary nonfiction texts about the history of the Negro Leagues. They begin with a study of *We Are the Ship* by Kadir Nelson. Through this text, students learn about the individuals who made it possible to end decades of segregation in professional baseball. Next, students read *Testing the Ice* by Sharon Robinson. This text broadens students' knowledge of Jackie Robinson's experience as the first Black baseball player to join the major leagues.
- *Prologue* lessons support writing development by helping students learn about the research process. Students analyze how information is organized for a research report and practice taking notes from a digital source. They also practice synthesizing knowledge. This support prepares students to apply their understanding of the research process for the module tasks.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Adjust your speech to match your audience, setting, and purpose, and elaborate on the evidence you use. Use the Module 4 Speaking and Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by helping students use coordinating conjunctions to expand ideas. Students practice using relative adverbs and prepositional phrases to add more information about a time or place, and adjectives to tell more about a noun. They also practice using transition words or phrases to show cause and effect.

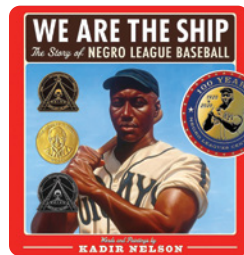
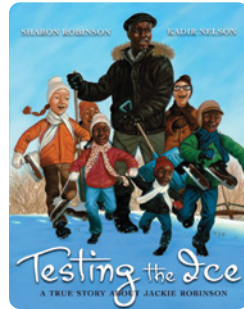


PROLOGUE TEXTS

Books

Literary Nonfiction

- *Testing the Ice: A True Story About Jackie Robinson*, Sharon Robinson and Kadir Nelson
- *We Are the Ship: The Story of Negro League Baseball*, Kadir Nelson



Video

- “Chapter 16: Rube Foster,” Bob Kendrick, Negro Leagues Baseball Museum



KNOWLEDGE THREADS

- Baseball has a history of uniting people.
- The Negro Leagues were organized to bring excluded athletes together to compete professionally in baseball.
- Race and gender have presented barriers for some athletes throughout the history of professional baseball.
- Individuals who have faced challenges and barriers can teach us important lessons about perseverance, courage, and dedication.
- The legacy of the Negro Leagues continues to endure.



PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access the module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 4 Speaking and Listening Goal Tracker from the digital platform.
- Ensure access to the module 4 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Arts & Letters Prologue lessons for module 4 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning

ELD-SI.4-12.Inform: Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects

ELD-LA.4-5.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

PROLOGUE LANGUAGE CONNECTIONS

Students' home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages at home, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

Contrastive Analysis

This module focuses on helping students use coordinating conjunctions to expand ideas and transition words or phrases to show cause and effect. *Prologue* lessons also help students understand the use and placement of relative adverbs and prepositional phrases to add more information about a time or place, and adjectives to tell more about a noun. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	<p>Spanish also uses coordinating conjunctions between elements to express addition, contrast, alternative, or comparison. As in English, the conjunction appears between the coordinated elements.</p> <p>Spanish also uses relative adverbs and prepositional phrases. As in English, relative adverbs appear after the antecedent whenever it is present in the sentence. As in English, Spanish prepositional phrases can appear in different positions within a sentence.</p> <p>In Spanish, adjectives are also used to modify nouns, and adverbs are used to modify verbs, adjectives, or other adverbs.</p>	<p>Unlike in English, no comma is used before the coordinating conjunction <i>y</i> (<i>and</i>) in lists (with the one exception of when the elements in the list are separated by a semicolon).</p> <p>Relative adverbs and prepositional phrases are used and placed similarly in both languages.</p> <p>In Spanish, adjectives can come before or after the noun, though, predominantly, they come after it. The placement of the adjectives before or after the noun can have an impact on what the speaker wishes to convey about the noun.</p>

Language	Similarity	Difference
Arabic	<p>Both English and Arabic employ coordinating conjunctions to join words, phrases, or independent clauses of equal importance. There are coordinating conjunctions in Arabic with similar meaning to those in English (e.g., <i>wa</i> = <i>and</i>; <i>aww</i> = <i>or</i>; <i>lakin</i> = <i>but</i>).</p> <p>Relative adverbs are used similarly in Arabic and English to introduce relative clauses, which provide additional information about a noun.</p> <p>Prepositional phrases are used in both languages to provide additional details about a noun or verb, indicating relationships such as place, time, direction, or manner.</p> <p>Both English and Arabic have comparative and superlative forms of adjectives to indicate degrees of comparison. In Arabic, the comparative and superlative forms are expressed through patterns and additional words.</p>	<p>Arabic has fewer coordinating conjunctions compared to English.</p> <p>Unlike in English where prepositional phrases typically follow the noun or verb they modify, prepositional phrases in Arabic are more flexible in their placement.</p> <p>Arabic adjectives must agree with the noun they modify in gender, number, and case.</p> <p>In Arabic, adjectives generally come after the noun they modify.</p>
Chinese	<p>For simple sentences, coordinating conjunctions generally align with the English.</p>	<p>Some coordinating conjunctions have different usages, so many of the differences lie in syntax.</p>

Language	Similarity	Difference
Chinese	Relative adverbs and adverbial and prepositional phrases generally align with English. In simple sentences, adjectives can precede nouns.	The use of adverbs and adjectives can vary with certain relative adverbs and prepositional phrases.

Spanish Cognates

Here are Spanish cognates for terms taught in module 4 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
adjective (n.)	adjetivo (s.)
adverb (n.)	adverbio (s.)
homophone (n.)	homófono (s.)
league (n.)	liga (s.)
metaphor (n.)	metáfora (s.)
prepositional phrase	frase preposicional
reaction (n.)	reacción (s.)
relative adverb	adverbio relativo
relative pronoun	pronombre relativo

MODULE PLAN






Essential Question | How can individuals contribute to a collective legacy?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | *We Are the Ship*

Lesson 1 Opening Bookend	Lesson 2 Know “Baseball” article	Lesson 3 Wonder <i>We Are the Ship</i> <i>Harmonizing</i>	Lesson 4 Organize <i>We Are the Ship</i> <i>Harmonizing</i> 	Lesson 5 Reveal <i>We Are the Ship</i> <i>Harmonizing</i> 	Lesson 6 Reveal <i>We Are the Ship</i> Distill <i>Harmonizing</i>	Lesson 7 Organize <i>We Are the Ship</i> Know <i>Harmonizing</i> 
Lesson 8 Organize <i>We Are the Ship</i> 	Lesson 9 Reveal <i>We Are the Ship</i>	Lesson 10 Know <i>We Are the Ship</i> 				

Arc B | *We Are the Ship*

Lesson 11 Organize <i>We Are the Ship</i> P	Lesson 12 Organize <i>We Are the Ship</i> P	Lesson 13 Organize <i>We Are the Ship</i> P	Lesson 14 Reveal <i>We Are the Ship</i>	Lesson 15 Organize <i>We Are the Ship</i> P	Lesson 16 Organize <i>We Are the Ship</i> P	Lesson 17 Reveal <i>We Are the Ship</i>
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Lesson 18 Organize <i>We Are the Ship</i> P	Lesson 19 Reveal <i>We Are the Ship</i> Organize <i>Joie de Vivre</i> P	Lesson 20 Distill <i>We Are the Ship</i> Reveal <i>Joie de Vivre</i> P	Lesson 21 Know <i>We Are the Ship</i> <i>Icarus</i>	Lesson 22 Know “Women of the Negro Leagues” “Mamie ‘Peanut’ Johnson”	Lesson 23 Know “Toni Stone” P	Lesson 24 Reading Comprehension Assessment 1
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Lesson 25 Responsive Teaching

Arc C | Testing the Ice

<p>Lesson 26</p> <p>Wonder <i>Testing the Ice</i></p>	<p>Lesson 27</p> <p>Organize <i>Testing the Ice</i></p> <p>P</p>	<p>Lesson 28</p> <p>Reveal <i>Testing the Ice</i></p> <p>P</p>	<p>Lesson 29</p> <p>Distill <i>Testing the Ice</i></p> <p>P</p>	<p>Lesson 30</p> <p>Know <i>Testing the Ice</i> "Jackie Robinson"</p> <p>Module Task 1 completed</p> <p>P</p>
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Module Finale

<p>Lesson 31</p> <p>Know module texts</p>	<p>Lesson 32</p> <p>Know module texts</p>	<p>Lesson 33</p> <p>Know module texts</p>	<p>Lesson 34</p> <p>Know module texts</p>	<p>Lesson 35</p> <p>Know module texts</p>	<p>Lesson 36</p> <p>Know module texts</p> <p>End-of-Module Task completed</p>	<p>Lesson 37</p> <p>Know module texts</p>
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<p>Lesson 38</p> <p>Reading Comprehension Assessment 2</p>	<p>Lesson 39</p> <p>Responsive Teaching</p>	<p>Lesson 40</p> <p>Closing Bookend</p>
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Refer to the digital platform for Year in Review, a lesson to reflect on all four module topics.



Prologue to Lesson 4

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine key details about the establishment of the Negro National League in *We Are the Ship*. As they discuss why Rube Foster wants to create the league, students practice using a subordinating conjunction to link ideas. This work prepares students to identify events that led to the creation of the Negro National League in *We Are the Ship* in lesson 4.

Learning Goal

Examine key details in *We Are the Ship*.

 **LEARNING TASK:** Describe one reason Rube Foster wants to create the Negro National League.


Language Progress

In this lesson, students work on this module language goal: Use a subordinating conjunction to expand or link ideas.

To support students with beginning English proficiency, model how to use the subordinating conjunction *so* to connect ideas or events to explain the reasons baseball players wear helmets, uniforms, and spiked shoes. To help students connect ideas, provide this sentence frame: Baseball players wear _____ so _____. To support students with intermediate English proficiency, display the illustration on page 1 of *We Are the Ship* and point to the baseball equipment and gear (e.g., spiked shoes, uniform). Then instruct students to use the word *so* to explain why baseball players wear these items (e.g., they wear uniforms so they know who is on which team).

Vocabulary

league (n.)

subordinating conjunction 

Materials

TEACHER

- *We Are the Ship*
- Knowledge Card: *league*
- class Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency)

STUDENTS

- *We Are the Ship*
- Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Facilitate a brief discussion of the following question:

 **What do you know about baseball?**

Language Support

For students with beginning English proficiency, review key details and terminology about baseball from the article “Baseball.”

2. Use responses to reinforce knowledge about baseball and its terminology (e.g., *two teams compete*, *batter*, *four bases*, *pitcher throws the ball*).
3. Display *We Are the Ship: The Story of Negro League Baseball* and read aloud the title.
4. Direct attention to the word *league*. Review the vocabulary term *league* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

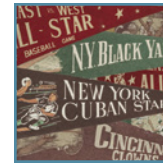
Teacher Note

The text uses the outdated terms *Negro* and *colored* to refer to people of a specific race. Reinforce that while these terms were used in the past, they are no longer acceptable. Today, terms such as *Black* and *African American* are acceptable. *Arts & Letters*™ materials use the term *Black* to describe people of African or African American descent. “Negro League baseball” (and similar constructions) is a special case, as the term is widely used and acceptable today to refer to the historical teams and leagues.

Language Support

The term *league* has a Spanish cognate: *liga*. Share this language connection with students whose home language is Spanish.

5. Tell students that they will hear and read details from the text to learn about why a man named Rube Foster created the Negro National League.



Definition

league (n.): a group of sports teams that play against each other

LEARN 20 minutes**Examine Key Details**

1. Display the class Fluency Practice for *We Are the Ship*, passage 1, and direct students to the page in their *Learn* book.
2. Read aloud the portion of the passage from “It was after” to “would be ready,” and instruct students to annotate details that describe Foster’s actions.

Teacher Note

Based on your students’ needs, pause to define select words with a synonym (e.g., *aimed*, *integrate*, *Negro*, *organize*).

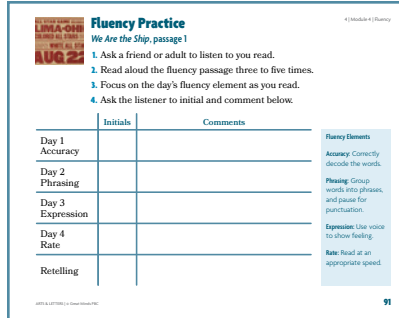
Language Support

For students with beginning English proficiency, direct attention to the pronoun *He* and explain that it refers to Rube Foster.

3. Echo Read the third sentence of passage 1, starting with “He wanted to.” Direct attention to the term *majors* and explain that major league teams are the highest level of professional baseball. Instruct students to Think–Pair–Share to answer this question:

 **Why does Foster want to create the Negro National League?**

4. Reinforce the correct response: so Black players learn to play well enough to join major league teams when they integrate.
5. Direct attention to the word *so* in the third sentence, and tell students that the word is an example of a subordinating conjunction. Introduce the vocabulary term *subordinating conjunction* by displaying the term and definition. Engage students in Vocabulary Exploration. Emphasize that the subordinating conjunction *so* can be used to link two sentences by introducing a result or a reason for something.



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.

Definition

subordinating conjunction: a word that joins a main clause and a clause that does not form a complete sentence by itself

6. Think aloud to explain how the conjunction *so* connects the ideas in the sentence.

Annotate the sentence by circling the conjunction *so*. Then use two colors to underline and label the first clause *What?* and the second clause *Why?*

7. Instruct students to work with a partner and take turns reading aloud the fourth sentence of the passage, starting with “See, Rube didn’t.” Instruct students to Think–Pair–Share to answer this question:

 **What does Foster want to happen in the major leagues?**

Key Ideas

- He wants more than one or two Black athletes in the major leagues.
- He wants the entire Negro League of Black players to play in the major leagues.

8. Display this sentence frame: Rube Foster wants to create the Negro National League so _____. Direct attention to the word *so*. Remind students that the first part of the sentence explains what Foster wants to do, and the second part explains the reason why. Explain that *so* expresses the relationship between the two ideas.

9. Instruct students to Think–Pair–Share using the sentence frame to answer this question:

 **Why does Rube Foster want to create the Negro National League?**

10. Reinforce the correct response: Rube Foster wants to create the Negro National League so Black players can play in the major leagues.

Language Support

For students with beginning English proficiency, direct attention to the phrase “organize it ourselves” in the fluency passage and ask these questions:

- What does “it” refer to?
- Who does “ourselves” refer to?

Sample Think Aloud

The first part of this sentence explains that Rube wants to create a Negro league. The second part of the sentence explains why he wants to create the league. The conjunction *so* connects what he wants to do with the reason why.

- 11.** Instruct students to read the last sentence of the passage with a partner, starting with “Rube knew that.” Tell students to discuss this question with their partner:

 **What does Foster want?**

Key Ideas

- He wants to do something no one else is going to do.
 - He wants Black players to play in a professional league.
 - He wants to help Black players be a part of the major leagues.
- 12.** Invite a few students to share their responses. Reinforce that Foster wants Black players to play in the major leagues but he knows that Black players will have to first create their own league. Remind students that African American athletes were not allowed to play in the major leagues because of race.
- 13.** Instruct students to work with a partner to explain why Foster wants to create the Negro National League. Tell students to use this sentence frame: Rube Foster wants to create the Negro National League so _____.


Key Ideas

- Rube Foster wants to create the Negro National League so he can do what no one else is going to do.
- Rube Foster wants to create the Negro National League so Black players can play in a professional league.
- Rube Foster wants to create the Negro National League so he can help Black players be a part of the major leagues.

Language Expansion

For students with intermediate English proficiency, prompt students to use the subordinating conjunction *because* to explain why Rube Foster wants to create the Negro National League.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to Mix and Mingle using the subordinating conjunction *so* to share one reason Rube Foster wants to create the Negro National League.

Analyze Student Progress

Monitor: Do students use the word *so* to describe why Foster wants to create the Negro National League?

Offer Immediate Support: If students need additional support describing a reason Foster wants to create the Negro National League, instruct them to review their annotations, and then ask this question: Why does Rube Foster think Black players need their own league?

2. Invite a few students to share their responses.

Key Ideas

- Rube Foster wants to create the Negro National League so Black players can play in a professional league.
- Rube Foster wants to create the Negro National League so Black players can play in their own league.
- Rube Foster wants to create the Negro National League so Black players play well enough to play in the major leagues when they integrate.

3. Summarize that understanding the reasons for a person's actions can help readers understand important events in a text.



Prologue to Lesson 5

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students discuss metaphors in *We Are the Ship*. As they examine comparisons made to describe the players on Rube Foster's team, students practice adjusting their speech to match their audience, setting, and purpose. This work prepares students to analyze a metaphor about Foster's baseball team in *We Are the Ship* in lesson 5.

Learning Goal

Examine comparisons in “1st Inning” of *We Are the Ship*.

-  **LEARNING TASK:** Explain what a comparison reveals about the players on Rube Foster's baseball team.

Language Progress

In this lesson, students work on this module speaking and listening goal: Adjust your speech to match your audience, setting, and purpose.

To support students with beginning English proficiency, think aloud to describe the image on page 16 of *We Are the Ship* using baseball terms (e.g., *base*, *equipment*, *uniforms*). Instruct students to point to images of each term used in the description. To support students with intermediate English proficiency, instruct them to work with a partner to create a list of specific baseball terminology that they may use in a class discussion about the text.

Vocabulary

metaphor (n.)

Materials

TEACHER

- We Are the Ship*

STUDENTS

- We Are the Ship*

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Metaphors

1. Display this sentence and read it aloud: The nurse has a heart of gold.
2. Ask this question:

 **What do you think of when you hear the phrase “heart of gold”?**

Key Ideas

- a golden heart
- a person who helps others
- a person with a heart made of gold

3. Ask these questions:

 **What words do you think of when you hear the word *gold*?**

 **Do you think the nurse’s heart is actually made of gold?**

Key Ideas

- **what:** valuable, solid, strong
- **think:** no

4. Tell students that the comparison between the nurse’s heart and gold is an example of a metaphor. Review the vocabulary term *metaphor* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *metaphor* has a Spanish cognate: *metáfora*. Share this language connection with students whose home language is Spanish.

Definition

metaphor (n.): a phrase that shows how two things are similar by saying one thing is the other

- Instruct students to discuss this question with a partner:

 **Why is the nurse's heart described as gold?**

Listen for students to address key ideas in their discussions.

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss why the nurse's heart is described as gold.

Key Ideas

- The nurse is valued.
 - The nurse is kind and compassionate.
 - The sentence compares the nurse's heart to something precious.
- Emphasize that the comparison between the nurse's heart and gold illustrates that she is kind and compassionate. Remind students that metaphors are figurative language, or language that expresses meaning in a nonliteral way to create an image or effect.
 - Tell students that they will examine and discuss comparisons made about Negro National League players in "1st Inning" of *We Are the Ship*.

LEARN 20 minutes

Examine Comparisons

- Direct students to page 5 of *We Are the Ship*. Remind students that Rube Foster founded a professional baseball league for African American athletes who were prevented from playing in the major league because of race. Read aloud the portion of page 5 from "If a ballplayer" to "third-base line."

2. Ask this question:

 **What do Foster’s players have to be able to do to play on his team?**

Key Ideas

- They have to be able to bunt the ball into a hat.
- They have to be fast.
- They have to be able to follow his instructions.

3. Direct attention to the sentence starting with “They’d put a.” Ask these questions:

 **Do you think Foster put an actual racehorse on first base?**

 **What does the author compare in the sentence?**

4. Reinforce the correct responses:

- **think**—no
- **author**—compares a baseball player to a racehorse

5. Instruct students to Think–Pair–Share to answer this question:

 **What words could you use to describe a racehorse?**

Language Support

To help students describe a racehorse, show an image of a racehorse and provide a word bank of adjectives (e.g., *strong, fast, competitive, powerful*).

Key Ideas

- strong
- fast
- competitive

6. Instruct students to draw an image of what they think of when reading the phrase “racehorse on first base.” Invite students to share literal and figurative representations of the phrase. Reinforce that the phrase is a metaphor based on the comparison between Foster’s players and racehorses.
7. Tell students that during a class discussion they can practice adjusting their speech to match their audience, setting, and purpose by using specific vocabulary. Invite a few students to answer this question using words such as *fast*, *strong*, and *competitive*:

 **What does the comparison between Foster’s player and a racehorse reveal?**

Key Ideas

- The player is strong.
- The player is fast.
- The player likes to compete.

Emphasize that the comparison reveals that the players on Rube’s team had great speed and strength.

8. Read aloud the portion of page 5 from “Rube ran his” to “for a game.” Direct attention to the first sentence, and remind students that only White players could play on major league teams. Ask this question:

 **What does the text say about most Negro teams?**

Language Support

To help students understand the meaning of *hitch*, explain that the term is short for *hitchhike*, which means “to travel by asking for a ride from passing vehicles.”

Key Ideas

- They weren’t well organized.
- They didn’t always have enough equipment or matching uniforms.
- They traveled in different cars or hitched a ride.

9. Read aloud the portion of page 5 from “But not Rube’s” to “were big-leaguers.” Instruct students to work with a partner to identify words and phrases that describe how Foster’s team was different from most Negro teams.

Key Ideas

- “always well equipped, with clean, new uniforms, bats, and balls”
- “rode to the games in fancy Pullman cars”
- “dressed in suits and hats”
- “big-leaguers”

10. Direct attention to the phrase “big-leaguers,” and ask these questions:

 **Do you think the players are actually big in size?**

 **What does the word *big* mean in this phrase?**

Key Ideas

- **think:** no
- **big means:** important, professional, high level

11. Direct attention to the last sentence on page 5. Remind students that a big-leaguer is a player in the major leagues. Ask this question:

 **What do you know about big-leaguers?**

Key Ideas

- They played on professional baseball teams.
- They were all White.
- They had better uniforms and equipment than most Black baseball players.

- 12.** Remind students that they can adjust their speech for a class discussion by using specific vocabulary. Provide a word bank of baseball terms (e.g., *field*, *game play*, *league*) to help students discuss how Foster’s players and big-leaguers are alike.
- 13.** Instruct students to Think–Pair–Share to answer this question:

 **What do Foster’s players have in common with big-leaguers?**

Key Ideas

- They both ride to games on trains.
- They both dress and act admirably on and off the field.
- They both use new equipment during game play.


Emphasize that the players on Foster’s team have confidence, organization, and a style similar to players in the major leagues.

- 14.** Instruct students to draw a picture of what they think of when they picture a big-leaguer. Invite students to share literal and figurative representations of the term. Emphasize that the author describes Foster’s players as being “big-leaguers” even though they were not in the major leagues because they had many things in common with the White players in those leagues.

Language Expansion

Invite students to write their own metaphor to compare Foster’s players to something similar.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to take turns with a partner explaining what the description “They were big-leaguers” reveals about Foster’s team. Encourage students to use their knowledge of baseball terminology in their response. To help students explain what the description reveals, provide this sentence frame: “They were big-leaguers” reveals that Foster’s players _____.

Analyze Student Progress

Monitor: Do students explain that the players on Foster’s team share qualities attributed to White players in the major leagues (e.g., clean uniforms, new equipment, organized, arriving to games in style)?

Offer Immediate Support: If students need additional support comparing Foster’s team to big-leaguers, ask these questions: What do Foster’s team members do? How is this similar to what major league players do?

2. Listen for students to address key ideas in their explanations.

Key Ideas

- “They were big-leaguers” reveals that Foster’s players travel and dress like major league players.
- “They were big-leaguers” reveals that Foster’s players are professional players.
- “They were big-leaguers” reveals that Foster’s players act like major league players.

3. Summarize that authors use metaphors to make comparisons that reveal important characteristics about people, places, and things.



Prologue to Lesson 7

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine details about Negro National League players in “2nd Inning” of *We Are the Ship*. As they discuss the players’ unique style, students practice using a relative pronoun to add more information about a noun. This work prepares students to explain in lesson 7 what made Negro League baseball exciting.

Learning Goal

Discuss details that describe the Negro National League “brand.”


-  **LEARNING TASK:** Share a sentence that describes the unique brand of baseball of the Negro National League.

Language Progress

In this lesson, students work on this module language goal: Use a relative pronoun to add more information about a noun.

To support students with beginning English proficiency, instruct them to use two colors to annotate the subject and descriptions in the sentences on Relative Pronoun Practice and the pronoun practice cards. To support students with intermediate English proficiency, instruct them to use the relative pronoun *who* to add details that describe what people in the school do (e.g., nurse, teacher, student). Provide this sentence frame: This is the _____ who _____.

Vocabulary

relative pronoun 

Materials

TEACHER

- We Are the Ship*

STUDENTS

- Relative Pronoun Practice (*Prologue* Student Resources appendix)
- pronoun practice cards

Preparation

- Cut out the Pronoun Practice Cards, located in the *Prologue* Student Resources appendix. Determine how to distribute the cards to students. See the Learn section for details.

LAUNCH 5 minutes

Build Knowledge About Descriptions

1. Invite students to think of a favorite athlete or musician and ask these questions:

 **What do you like about how they play or perform?**

 **What makes this athlete or musician different from other athletes or musicians?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the questions.

2. Explain that the way the athletes play or musicians perform can be called their “brand.” Tell students that the word *brand* means “a particular kind or type of something.” Emphasize that the teams in the Negro National League had a particular brand, or way of playing baseball.
3. Tell students that they will examine descriptions of the players’ brand in “2nd Inning.”

LEARN 20 minutes

Practice Relative Pronouns

1. Display *We Are the Ship*, and direct students to their copies of the text. Echo Read the portion of page 17 from “We played a” to “precision, they’d applaud,” and ask this question:

 **What words does the author use to describe the Negro National League baseball brand?**

Teacher Note

Based on your students’ needs, pause to define select words with a synonym (e.g., *daring*, *flashy*, *precision*, *whip*).

2. Reinforce the correct responses: “fast,” “flashy,” “daring,” “funny,” and “exciting.”

3. Read aloud the portion of page 17 from “We took pride” to “it kills us,” and instruct students to annotate details that describe how the players entertain the crowd.
4. Facilitate a brief discussion of these questions:

Which of these words best describes how the players’ actions entertain the crowd: *fast*, *flashy*, *daring*, or *funny*? Why?

Language Support

Echo Read the words *fast*, *flashy*, *daring*, and *funny*, and invite students to use gestures, images, or facial expressions to help show understanding of each word.

Key Ideas

- **best word:** *flashy*
- **why:** The players’ actions were exciting to watch.

5. Display Relative Pronoun Practice, and distribute copies to students.
6. Direct students to part 1, and Echo Read the sentences.
7. Tell students that they can use the word *who* to combine the sentences. Introduce the vocabulary term *relative pronoun* by displaying the term and definition. Engage students in Vocabulary Exploration.

The screenshot shows a worksheet titled "L7 | Relative Pronoun Practice" with a date stamp "AUG 22". It contains two parts of exercises. Part 1 lists two sentences: "The players entertain the crowd." and "The players are flashy." Below this is a line for "New Sentence:". Part 2 lists two sentences: "The players pretend to do other things during game play." and "The players refuse to go out for long his during game play." Below this is a line for "New Sentence:". At the bottom, there is a line for "The players who _____ are funny." The page number "17" is in the bottom right corner.

Definition

relative pronoun: a pronoun such as *who*, *whose*, and *whom* that introduces a clause that modifies a noun

8. Think aloud to combine details from the sentences by using the relative pronoun *who*. Emphasize that in the sentence, the word *who* connects the players to details about them.
9. Direct attention again to part 1 of the handout, and model how to write a new sentence by using a relative pronoun to combine ideas. Instruct students to write the same sentence.
10. Direct students to part 2 of the handout, and Echo Read the sentences. Tell students that the term *game play* means “the specific way the players play the game.”

Language Support

For students with beginning English proficiency, direct attention to the verbs *pretend* and *refuse*. Say the terms aloud, and instruct students to repeat them. Define the terms.

11. Instruct students to work with a partner to combine two sentences to write a new sentence using the relative pronoun *who*. Invite a few students to share their sentences.
12. Reinforce the correct response: The players who pretend to do other things during game play are funny.
13. Explain that the new sentence combines two sentences that are both about the players. Emphasize that the word *who* refers to the players.

Language Expansion

For students with intermediate English proficiency, prompt them to explain how the word *who* connects the details in the sentence.

14. Tell students that they will Mix and Mingle to complete a sentence about Negro National League players by matching a description that uses the relative pronoun *who* with a sentence frame.

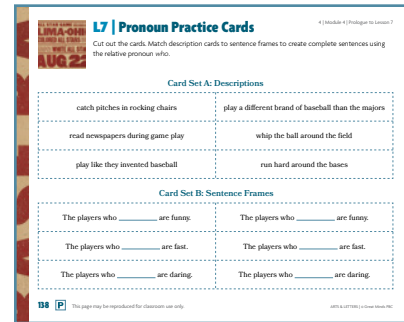
Sample Think Aloud

The subject in the sentences is the players. The word *who* connects details that describe the players. I can say, “The players who entertain the crowd are flashy.”

- 15.** Distribute one pronoun practice card to each student. Tell students that their cards show either a description that uses the relative pronoun *who* or a sentence frame with a blank.

Teacher Note

If possible, distribute the cards with more simple language from Card Set B to students with beginning English proficiency.



- 16.** Tell students that they will create a complete sentence by finding a partner who has the match for their card. To show how the exercise will work, present an example that does not appear on the cards. A student with the card description “refuse to run and catch long outfield hits” will find someone with this sentence frame: “The players who _____ are funny.”
- 17.** Lead students through a Mix and Mingle. Encourage students to refer to the sentence frame in part 2 of the handout to help them find partners with matching descriptions and sentence frames.

LAND 5 minutes

Demonstrate Learning

- 1. 🎯 Introduce the learning task.** Instruct students to work with a partner who has a matching pronoun practice card. Tell students to share a sentence that describes the Negro National League players’ special brand of baseball.

Analyze Student Progress

Monitor: Do students share a sentence that uses a relative pronoun to describe the unique style of the players?

Offer Immediate Support: If students need additional support matching the correct description and sentence frame, instruct those with a sentence frame card to think about this question: What does the adjective in my sentence frame mean? Instruct students with a description card to think about this question: What adjective might describe the players’ actions?

2. Reinforce the correct responses:

- The players who catch pitches in rocking chairs are funny.
- The players who read newspapers during game play are funny.
- The players who play like they invented baseball are daring.
- The players who play a different brand of baseball than the majors are daring.
- The players who whip the ball around the field are fast.
- The players who run hard around the bases are fast.

3. Summarize that writers use relative pronouns to add details about a subject.



Prologue to Lesson 8

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine the process that researchers follow to gather, synthesize, and share information. As they discuss how author Kadir Nelson completes each step of the research process, students practice speaking about research findings in an organized manner. This work prepares students to examine the steps of the research process in lesson 8.

Learning Goal

Describe how Nelson's research for *We Are the Ship* follows the steps of the research process.

 **LEARNING TASK:** Share one way Nelson completes step 5 of the research process.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Speak about research findings in an organized manner.

To support students with beginning English proficiency, read aloud the research process steps from the Research Process chart while acting out the meaning of each step. Then prompt students to read the list with a partner and use similar gestures or movements to show the meaning of each step. To support students with intermediate English proficiency, prompt them to discuss how a step in Nelson's research is similar to the work they have done in the module.

Vocabulary

research (n.)

research (v.)

Materials

TEACHER

- *We Are the Ship*
- Knowledge Card: *research*
- Research Process
(*Prologue* Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- sticky notes

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Research

1. Ask this question:

 **How might someone learn more about baseball?**

Key Ideas

- read books and articles about the sport
- interview a baseball player or fan
- visit a website with facts and details about baseball
- go to a baseball game or museum

2. Tell students that people who want to know more about a topic often conduct research.

3. Review the vocabulary term *research* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

4. Collaborate with students to identify and define the word parts. Look for students to identify that *re-* means “again” and *search* means “to look for something.”

5. Tell students that they will examine the steps of the research process and determine how Nelson uses the steps to find information about the Negro National League for *We Are the Ship*.



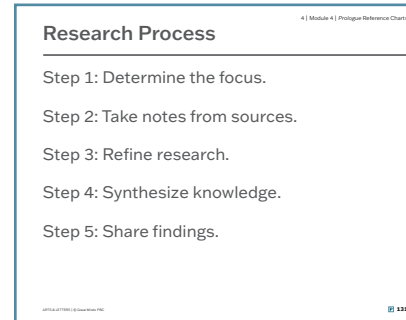
Definitions

research (n.): careful study or activity to find and report new knowledge about a subject

research (v.): to collect more information about a subject

LEARN 20 minutes**Examine the Research Process**

1. Display Research Process. Echo Read the steps. Pause after each step and draw or show a related image.
 - **Step 1: Determine the focus**—Draw or show a magnifying glass.
 - **Step 2: Take notes from sources**—Draw or show a pencil and paper.
 - **Step 3: Refine research**—Draw or show a question mark.
 - **Step 4: Synthesize knowledge**—Draw or show two connected puzzle pieces.
 - **Step 5: Share findings**—Draw or show a megaphone.

**Language Support**

If possible, pair students who speak the same home language, and instruct them to use a word or phrase in their home language to describe each step.

Emphasize that the steps of the research process help learners organize the information they find about a topic and, ultimately, share with others.

2. Display *We Are the Ship*, and direct students to their copies of the text. Direct attention to the author's note on page 80.
3. Echo Read the first sentence, starting with "I began my." Tell students to annotate details about the topic that Nelson describes.
4. Ask this question:
 - 🗨️ **What topic does Nelson choose for his research?**
5. Reinforce the correct response: history of Negro League baseball.

6. Instruct students to work with a partner to determine which step of the research process this sentence from the author’s note illustrates. Listen for students to express that the detail shows Step 1: Determine the focus.
7. Distribute sticky notes. Tell students to write Step 1: Determine the focus on a sticky note and draw an image that represents the step. Then place the sticky note next to the sentence in the text.
8. Read aloud the final sentence on page 80, starting with “I did find,” and instruct students to annotate details that describe what sources Nelson used to gather information. Remind students that a source, or where information comes from, can be a person, place, or thing.
9. Invite a few students to share what sources Nelson used.

Key Ideas

- books
- documentaries and films
- Negro League websites

Emphasize that during his Negro League research, Nelson gathered information from several sources to learn more about people and places relevant to Black baseball players.

10. Instruct students to work with a partner to determine which step of the research process this section of text illustrates. Listen for students to express that the detail shows Step 2: Take notes from sources.
11. Instruct students to write Step 2: Take notes from sources on a sticky note and draw an image that represents the step. Then place the sticky note next to the sentence in the text.
12. Assign students a section of the text, and tell them to work with a partner who has the same section. Instruct them to read and annotate details that describe how Nelson finds additional information or what he does with all the information.
 - **section A:** the portion of page 81 from “I also had” to “to conjure up.”
 - **section B:** the portion of page 81 from “Despite all of” to “a rewarding experience.”

- 13.** Instruct students to share their annotations with a partner who worked on a different portion of text and to then Think–Pair–Share to answer these questions:

 **What additional sources does Nelson find?**

 **What does Nelson do with all the information?**

- 14.** Reinforce the correct responses:

- **additional sources**—Negro Leagues Baseball Museum, Negro Leagues Baseball Hall of Fame
- **what Nelson does**—creates a book

- 15.** Instruct students to work with their partner to determine which steps of the research process each section of text illustrates. Listen for students to express that Nelson’s additional sources reflect Step 3: Refine research and that Nelson’s creation of his book reflects Step 4: Synthesize knowledge.

Language Support

For students with beginning English proficiency, define *refine* and *synthesize* with a synonym (e.g., *clarify* and *combine*). Use gestures to support comprehension.


- 16.** Instruct students to write Step 3: Refine research and Step 4: Synthesize knowledge on sticky notes and draw images that represent each step. Then tell students to place each note next to the appropriate section of the text. Reinforce that Nelson refines his research when he finds additional sources to help close gaps in his research, and that he synthesizes the information he finds by combining it to create his book.
- 17.** Instruct students to read the portion of page 81 from “I have tried” to “reader will agree.” Direct attention to the phrase “portray them as the heroes they were,” and explain that *portray* means “to describe something or someone in a particular way.”
- 18.** Instruct students to work with a partner to determine which step of the research process this section of text illustrates. Listen for students to express that the detail shows Step 5: Share findings.

Language Expansion

Invite students to expand on their discussion by asking them to explain what Nelson means when he says, “I hope that the reader will agree.”

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to describe one way that Nelson completes Step 5 of the research process: Share findings.

Analyze Student Progress

Monitor: Do students describe how Nelson shares his findings about the Negro Leagues by developing a book to describe and illustrate their history?

Offer Immediate Support: If students need additional support describing how Nelson shares his findings, ask this question: How does Nelson present the research he collects about the Negro Leagues?

2. Invite a few students to share their responses.

Key Ideas

- Nelson writes a book with stories about Negro League teams and players.
 - Nelson draws pictures of important people and places related to the Negro Leagues.
3. Summarize that researchers use the steps of the research process to organize their information and to share it with others.



Prologue to Lesson 10

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine relative adverbs in sentences about the Negro National League. As they discuss details about when and where the Negro National League played baseball, students practice using a relative adverb to add more information about a topic. This work prepares students to write knowledge statements about *We Are the Ship* that use a relative adverb in lesson 10.

Learning Goal

Examine sentences describing details about the Negro National League.

 **LEARNING TASK:** Use a relative adverb to describe when or where the Negro National League played baseball.

Language Progress

In this lesson, students work on this module language goal: Use a relative adverb to add more information about a time, place, or reason.

To support students with beginning English proficiency, provide additional sentence frames and instruct students to identify whether the sentence provides information about a time or a place. Then invite them to indicate the correct relative adverb (*when* or *where*) to complete the sentence. To support students with intermediate English proficiency, instruct them to work with a partner to share sentences that use the relative adverbs *when* or *where* to describe the challenges the Negro National League faced.

Vocabulary

relative adverb 

Materials

TEACHER

- class Relative Adverb Practice
(*Prologue* Student Resources appendix)

STUDENTS

- Relative Adverb Practice
(*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display and Echo Read these sentences:

- I went to the baseball game on Saturday.
- The baseball game was played at Orion Field.

2. Ask these questions:

 **When did the baseball game happen?**

 **Where did the baseball game happen?**

3. Reinforce the correct responses:

- **when**—on Saturday
- **where**—at Orion Field

4. Display these sentences:

- It was Saturday when I went to the baseball game.
- The field where they played the game is called Orion Field.

Tell students that the words *when* and *where* in the sentences are relative adverbs. Introduce the vocabulary term *relative adverb* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Expansion

The term *relative adverb* has a Spanish cognate: *adverbio relativo*. Share this language connection with students whose home language is Spanish.

Definition

relative adverb: an adverb introducing a clause that explains place, time, or reason (*where*, *when*, and *why*)

- Annotate the sentences by circling the relative adverbs *when* and *where* and then drawing an arrow pointing to the verbs that follow—*went* and *played*. Explain that the relative adverb *when* modifies the verb *went* and adds information about the time of the game. The word *where* modifies the verb *played* and adds information about the place where teams played the game.
- Tell students that they will practice using relative adverbs to add information about the time and place of the Negro National League games.

LEARN 20 minutes

Examine Relative Adverbs

- Display the class Relative Adverb Practice, and distribute copies to students. Echo Read the relative adverbs, and remind students that *when* refers to time, and *where* refers to place.
- Direct attention to part 1 and Echo Read the first sentence. Annotate the adverb *when*.
- Think aloud to explain how the relative adverb adds more information about a time.
- Emphasize that the relative adverb *when* tells us the year Rube Foster founded the Negro National League.
- Instruct students to work with a partner to read the second sentence in part 1, and annotate the relative adverb.
- Listen for students to identify the correct annotation: *where*.
- Ask these questions:

⋮ **What place is this sentence about?**

⋮ **What additional details does this sentence tell us about the place?**

L10 | Relative Adverb Practice

Part 1 Annotate the relative adverbs.
Part 2 and 3 Complete the sentences with the appropriate relative adverb.

Relative Adverb	Use
when	time
where	place

Part 1

- It was 1920 when Rube Foster organized the Negro National League.
- Negro League players were honored to compete in the same fields where Jackie Robinson once played.

Part 2

- The Negro National League played in the North where there was still segregation.
- Some days, the Black players had to eat on the where where restaurants would not serve them inside.

Part 3

- The Negro National League played in small Black towns where the people treated the team's arrival as a special occasion.
- It was 1920 when a Negro National League team was the first to play an organized night game.

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Sample Think Aloud

I notice that the relative adverb *when* is used in the sentence. *When* is used to provide additional information about the time, or year when Rube Foster founded the Negro National League.

8. Reinforce the correct responses:

- **place**—It is about the fields where they played.
- **additional details**—Jackie Robinson once played on the same fields.

Language Expansion

For students with intermediate English proficiency, encourage them to use the term *relative adverb* in their responses.

Remind students that Jackie Robinson was a famous baseball player who was the first African American to play in the major leagues.

9. Direct attention to part 2 of Relative Adverb Practice, and Echo Read the first sentence frame. Instruct students to annotate a word or phrase that describes a time or place. Ask these questions:

 **What place is this sentence about?**

 **What additional details does this sentence tell us about the place?**

10. Reinforce the correct responses:

- **place**—It is about the North.
- **additional details**—It was still segregated.

11. Echo Read the second sentence frame in part 2 and instruct students to annotate a word or phrase that describes a time or place. Ask these questions:

 **What time is this sentence about?**

 **What additional details does this sentence tell us about the time?**

12. Reinforce the correct responses:

- **time**—It is about the days when restaurants would not serve Black players.
- **additional details**—Black players had to eat their meals on the bus.

13. Tell students that they will complete sentences about the Negro National League by using the relative adverb *when* or *where*. Direct attention to part 3, and Echo Read the sentence frames.
14. Form pairs. Instruct student A to read the first sentence frame and to annotate details that describe a time or place. Direct student B to do the same for the second sentence frame.
15. Instruct students to answer these questions with their partner:

 **What time or place is the sentence about?**


 **What additional details does the sentence tell you about the time or place?**

Language Support

For students with beginning English proficiency, help them understand the meaning of *special occasion* in sentence 5 by providing examples (e.g., birthdays, holidays). To help students understand the meaning of the term *organized night game* in sentence 6, display the illustration on pages 36–37 of *We Are the Ship*.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to complete the sentences about the Negro National League in part 3 of the handout by using the relative adverb *when* or *where*.

Analyze Student Progress

Monitor: Do students complete each sentence with the correct relative adverb to provide additional information about a time or place to describe the Negro National League?

Offer Immediate Support: If students need additional support determining the correct relative adverb to complete the sentence frame, ask these questions: Do the details in the sentence frame describe a time or place? What relative adverb is used to add descriptions about a period of time? What relative adverb is used to add descriptions about a place?

2. Invite a few students to share their sentences. Reinforce the correct responses:

- The Negro National League played in small Black towns where the people treated the team's arrival as a special occasion.
- It was 1930 when a Negro National League team was the first to play an organized night game.

3. Summarize that writers use relative adverbs to provide additional information about a time or place to describe a topic.



Prologue to Lesson 11

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine details that describe Gus Greenlee in “4th Inning” of *We Are the Ship*. As they discuss the Negro League team owner’s successes and challenges, students practice using a coordinating conjunction to expand or link ideas. This work prepares students to describe the Negro League team owners in lesson 11.

Learning Goal

Examine key details about Gus Greenlee.


-  **LEARNING TASK:** Describe Gus Greenlee’s successes and challenges as a team owner.

Language Progress

In this lesson, students work on this module language goal: Use a coordinating conjunction to expand or link ideas.

To support students with beginning English proficiency, instruct them to use the word *yet* to combine opposing ideas (e.g., wearing a heavy coat and being cold, eating a large lunch and feeling hungry). Provide this sentence frame: _____, yet _____. To support students with intermediate English proficiency, instruct them to work with a partner to describe their knowledge of Negro League successes and challenges by sharing sentences that use the coordinating conjunction *yet*.

Vocabulary

coordinating conjunction 

Materials

TEACHER

- *We Are the Ship*
- class Coordinating Conjunctions Practice (*Prologue* Student Resources appendix)

STUDENTS

- *We Are the Ship*
- Coordinating Conjunctions Practice (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes**Build Knowledge About Team Owners**

1. Ask this question:

 **Who do you think makes decisions for sports teams?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss who made decisions for the Negro National League teams.

Key Ideas

- coaches
- officials
- owners

2. Use responses to emphasize that team owners often made decisions for the Negro League baseball teams.

Explain that the suffix *-er* means “person or thing that does or performs a specified action.” Ask this question:

 **What is an owner?**

3. Reinforce the correct response: a person who owns something. Emphasize that team owners made many decisions for their teams, including what teams would be named, what uniforms players wore, and who played for each team.
4. Display *We Are the Ship*. Direct attention to the illustration on page 30, and tell students that this is an image of Greenlee, owner of the Pittsburgh Crawfords. Explain that students will read to learn more about Greenlee and his experiences.

LEARN 20 minutes**Describe a Team Owner**

1. Display the class Coordinating Conjunctions Practice, and distribute copies to students. Read aloud the sentences in part 1.
2. Tell students that Greenlee made his money as a racketeer, placing illegal bets during the Great Depression—a time of great economic hardship for most Americans. Explain that a racketeer is a person who makes money through business dealings that are illegal, meaning they are against the law or not allowed.
3. Ask these questions:

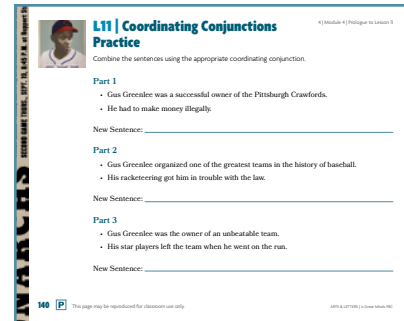
💬 **What was Greenlee's success?**

💬 **What was his challenge?**

Language Support

For students with beginning English proficiency, define *success* and *challenge*.

4. Reinforce the correct responses:
 - **success**—being a team owner
 - **challenge**—had to make money illegally
5. Think aloud to model how to combine the sentences by using the word *yet* to connect the details. Write the new sentence on the line in part 1 of the class Coordinating Conjunctions Practice. Echo Read this sentence: Gus Greenlee was a successful owner of the Pittsburgh Crawfords, yet he had to make money illegally. _____

**Sample Think Aloud**

The details in the first sentence describe a success that Greenlee experienced, while the second sentence describes a challenge. Because these details are different, I can use the word *yet* to connect them. To combine the sentences and show the difference, I can say, “Gus Greenlee was a successful owner of the Pittsburgh Crawfords, yet he had to make money illegally.”

6. Direct attention to the word *yet* in the sentence and circle it. Tell students that this is an example of a coordinating conjunction. Review the vocabulary term *coordinating conjunction* by displaying the term and definition. Engage students in Vocabulary Exploration.
7. Explain that the coordinating conjunction *yet* is used to connect ideas that are opposite. Emphasize that in this sentence *yet* connects Greenlee’s success and his challenge.

Language Support

For students with beginning English proficiency, explain that *opposite* means “completely different.”

As needed, provide examples of opposing ideas (e.g., hot and cold, spending money and saving money, studying for many hours and taking a test without preparing).

8. Direct attention to part 2 of Coordinating Conjunctions Practice. Read aloud these sentences.
9. Instruct students to work with a partner to label the detail that describes Greenlee’s success and the detail that describes his challenge.
10. Invite students to share their annotated details. Reinforce the correct responses:
 - **success**—Greenlee organized one of the greatest teams in the history of baseball.
 - **challenge**—His racketeering got him in trouble with the law.
11. Instruct students to work with their partner to use the coordinating conjunction *yet* to combine the sentences and write a new sentence that describes Greenlee’s success and challenge. Tell students to write their new sentence on the line in part 2 of Coordinating Conjunctions Practice.
12. Invite a few students to read aloud their completed sentences. Reinforce the correct response: Gus Greenlee organized one of the greatest teams in the history of baseball, yet his racketeering got him in trouble with the law. Emphasize that the word *yet* connects the opposing details of Greenlee’s success and challenge.

Language Expansion

For students with intermediate English proficiency, invite them to work with a partner to share the clues that helped them determine a success and a challenge.

Definition

coordinating conjunction: a word that joins together words, phrases, or complete sentences

13. Direct students to part 3 of Coordinating Conjunctions Practice. Echo Read these sentences.

Explain that *on the run* means “to escape capture from the police.”


14. Instruct students to work with a partner to annotate the detail that describes Greenlee’s success and the detail that describes his challenge.

15. Reinforce the correct responses:

- **success**—team was unbeatable
- **challenge**—star players left

16. Instruct students to work with their partner to use the coordinating conjunction *yet* to combine the sentences and write a new sentence that describes Greenlee’s success and challenge. Tell students to write their new sentence on the line in part 3 of Coordinating Conjunctions Practice.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a different partner. Tell them to share with their partner the sentence they wrote using the coordinating conjunction *yet* to describe Greenlee's success and challenge.

Analyze Student Progress

Monitor: Do students share a sentence using the word *yet* to describe a success and challenge that Greenlee experienced?

Offer Immediate Support: If students need additional support writing a sentence to combine ideas by using the coordinating conjunction *yet*, provide this sentence frame: Gus Greenlee _____, yet _____.

2. Reinforce the correct response: Gus Greenlee was the owner of an unbeatable team, yet his star players left the team when he went on the run.
3. Summarize that students can use coordinating conjunctions to connect details that are different from or opposite to one another.



Prologue to Lesson 12

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students read about Negro League all-star player Cool Papa Bell in “5th Inning” of *We Are the Ship*. As they discuss James “Cool Papa” Bell’s skills as a baseball all-star, students practice using an adjective to tell more about a noun. This work prepares students to describe qualities of Negro League all-star players in lesson 12.

Learning Goal

Examine key details about Cool Papa Bell from “5th Inning” of *We Are the Ship*.

 **LEARNING TASK:** Use an adjective to describe why Cool Papa Bell was an all-star player.

Language Progress

In this lesson, students work on this module language goal: Use an adjective to tell more about a noun.

To support students with beginning English proficiency, provide images of the adjectives used in this lesson. Collaborate with students to add descriptive words to a chart as they read *We Are the Ship*. To support students with intermediate English proficiency, invite them to read about Norman Stearnes, described in “5th Inning,” and create a list of adjectives to describe the player.

Vocabulary

adjective (n.)

Materials

TEACHER

- *We Are the Ship*
- class Adjective Practice
(*Prologue* Student Resources appendix)

STUDENTS

- *We Are the Ship*
- Adjective Practice
(*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Adjectives

1. Display this list of words:

- friendly
- honest
- quick
- strong
- talented

Read aloud each word and provide synonyms or examples to help students understand the meaning (e.g., a friendly person is kind; an honest person does not tell lies; a talented person is skilled at doing something). Tell students that the words are adjectives.

2. Introduce the vocabulary term *adjective* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *adjective* has a Spanish cognate: *adjetivo*. Share this language connection with students whose home language is Spanish.

Definition

adjective (n.): a word that describes a noun or a pronoun

3. Direct students to *We Are the Ship*. Display the illustration on page 16. Ask these questions:



What are the players in this picture doing? Based on these actions, what words can you use to describe them?

4. Reinforce the correct responses: *quick*, *strong*, and *talented*. Emphasize that being quick, strong, and talented are important qualities for baseball players.

5. Tell students that the players who stand out for being the most skilled are known as all-star players. Tell students that the term *all-star* means “performers who are famous or very skillful.”

6. Display the illustration on page 71. Direct attention to the caption on page 70 and reinforce that the illustration depicts Negro League player James “Cool Papa” Bell. Tell students that they will learn more about the skills that made Bell an all-star.

LEARN 20 minutes

Examine Descriptions

1. Direct attention to the last paragraph on page 42 and tell students that they will listen for details that describe why Cool Papa Bell was an all-star. Read aloud the portion of the page from “He was like” to “his track shoes.”

Language Support

For students with beginning English proficiency, help students understand the term *lightning* by showing a picture or image and explaining that lightning appears quickly or suddenly.

2. Instruct students to annotate the words “like lightning.” Instruct them to Think–Pair–Share to answer this question:

 **What do you learn about Bell when you hear he was like lightning?**

Key Ideas

- He moved quickly.
- He had fast reflexes.
- He appeared suddenly or unexpectedly.

Explain that Bell’s speed is an example of a skill that made him an all-star player.

3. Direct attention back to the last paragraph on page 42. Instruct students to read the section of text again and work with a partner to annotate details that describe Bell’s running.

Teacher Note

Based on your students’ needs, pause to review baseball terminology or rules.

Key Ideas

- “He could circle the bases in twelve to thirteen seconds” (42).
- “One minute he was standing still on first base, and next thing you know, he was slowing up at third” (42).
- “He was so fast, Jesse Owens, the Olympic sprinter, wouldn’t race him without his track shoes” (42).

4. Display the class Adjective Practice, and distribute copies to students. Read aloud the directions and direct attention to part 1.
5. Read aloud the sentence frame. Think aloud to determine the correct adjective to complete the sentence and describe a skill that made Cool Papa Bell an all-star.
6. Complete the sentence using the term *speedy* and instruct students to do the same. Annotate the new sentence by underlining the adjective (*speedy*) and drawing an arrow to the noun (*runner*). Emphasize that the adjective appears before the noun that it describes.
7. Echo Read the complete sentence: Cool Papa Bell was an all-star because he was a speedy runner.
8. Direct attention to *We Are the Ship*. Read aloud the portion of page 42 from “And he was” to “him getting tired.” Instruct students to annotate the phrase “in shape.” Explain that *in shape* means “to be healthy or in good physical condition.”

L12 | Adjective Practice

Use an adjective to complete a sentence about Cool Papa Bell.

Part 1
Cool Papa Bell was an all-star because he was a _____ runner.
speedy/slow

Part 2
Cool Papa Bell was an all-star because he was a _____ player.
fit/weak

Cool Papa Bell was an all-star because he was a _____ player.
healthy/tired

Part 3

composed	calm	energetic
happy	relaxed	tired
excited		

Cool Papa Bell was an all-star because he was a/an _____ player.

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Sample Think Aloud

In the text section, the author describes how quickly Cool Papa moved around the field. I know that the writer uses the phrase “like lightning” to show that Bell ran fast. The word *speedy* is the best adjective to tell more about what kind of runner he was.

Teacher Note

Provide an image of someone exercising to explain the phrase *in shape*.

9. Ask this question:

 **Why did players never worry about Cool Papa Bell getting tired?**

10. Reinforce the correct response: He was always in shape.
11. Direct attention to part 2 of Adjective Practice. Echo Read the sentence frames.

12. Instruct students to work with a partner to determine the best adjectives to complete the sentences.

Language Support

Use gestures or images to help students understand the meaning of the adjectives *fit*, *weak*, *healthy*, and *lazy*.

13. Invite a few students to share their responses. Reinforce the correct responses:

- Cool Papa Bell was an all-star because he was a fit player.
- Cool Papa Bell was an all-star because he was a healthy player.

Language Expansion

Instruct students to explain why the adjectives *weak* and *lazy* are incorrect adjectives to complete the sentence.

14. Tell students that Cool Papa Bell’s real name was James Bell. Cool Papa Bell was a nickname, a name others gave him that they used instead of his real name. Explain that the word *cool* can mean “a low temperature,” but people also use it to describe a person who does not show strong emotions. Instruct students to listen for details describing why Bell was called “Cool Papa Bell.”

15. Read aloud the portion of page 47 from “He was a” to “was so easygoing.” Direct attention to the terms *argue* and *easygoing*. Explain that *argue* means “to disagree or speak angrily with someone,” and *easygoing* means “relaxed or calm.” Instruct students to work with a partner to annotate details that describe why they called him “Cool Papa Bell.”

Key Ideas

- “He was a real quiet fellow” (47).
- “He wouldn’t argue at all” (47).
- “He was so easygoing” (47).

16. Invite a few students to share their annotations. Reinforce that a “cool” baseball player is calm under pressure and gets along with other players.

17. Direct attention to part 3 on Adjective Practice. Echo Read the words in the word bank.

Language Support:

For students with beginning English proficiency, use gestures or images to help students understand the meaning of the words on the list.

18. Echo Read the sentence frame in part 3.

LAND 5 minutes

Demonstrate Learning

- 1.  Introduce the learning task.** Instruct students to work with a partner to complete the sentence with an appropriate adjective to describe why Cool Papa Bell was an all-star.

Analyze Student Progress

Monitor: Do students write a sentence that uses an adjective to describe Cool Papa Bell?

Offer Immediate Support: If students need additional support using an adjective to describe Cool Papa Bell, direct them to their annotations and ask this question: Which word describes someone who does not argue—*calm* or *angry*?

- 2.** Invite a few students to share their responses.

Key Ideas

- Cool Papa Bell was an all-star because he was a relaxed player.
- Cool Papa Bell was an all-star because he was a calm player.
- Cool Papa Bell was an all-star because he was a composed player.

- 3.** Summarize that students can use adjectives to describe a person's special characteristics and skills.



Prologue to Lesson 13

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

Students view and listen to the video “Rube Foster” to gather information about the Negro League team owner. As they discuss facts and details about Foster’s legacy, students practice sharing relevant details when speaking about research findings. This work prepares students to take notes from a digital source in lesson 13.

Learning Goal

Identify relevant information from a digital source about Rube Foster.

-  **LEARNING TASK:** Share one detail about how Rube Foster influenced baseball.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Share relevant facts and details when speaking about research findings.

To support students with beginning English proficiency, pause the video and replay key details as needed. To support students with intermediate English proficiency, instruct them to watch “Rube Foster” from 1:47 to 3:07 and take notes in the categories Who was Rube Foster? and What did Rube Foster do?

Vocabulary

none

Materials

TEACHER

- “Rube Foster” video (digital platform)
- Research Process
(*Prologue* Reference Charts appendix)
- class Taking Notes Practice
(*Prologue* Student Resources appendix)

STUDENTS

- Taking Notes Practice
(*Prologue* Student Resources appendix)

Preparation

- To access the “Rube Foster” video, search online using the following terms: *Storied Chapter 16*, *Rube Foster*, and *Negro Leagues Baseball Museum*. Determine how students will access the video. See the Learn section for details.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display this list of words:

- base
- bat
- glove
- racket
- soccer ball

2. Instruct students to Think–Pair–Share to identify the words in the list that are similar.

Language Support

If possible, pair students who speak the same home language, and instruct them to complete the task.

3. Ask these questions:

 **Which words have something in common?**

 **What do the words have in common?**

4. Reinforce the correct responses:

- **which**—*bat, base, glove*
- **what**—items used to play baseball

5. Explain that “items used in baseball” is a category. Provide a student-friendly definition for *category*. For example, tell students that *category* means “a group that has something that is the same or similar.”

6. Tell students that we can also sort details into categories. Sorting is useful when collecting information from sources about a topic. Explain that if students were to write the list of similar words from the displayed list as notes, they might categorize the details as “Items Used in Baseball.”

7. Tell students that they will practice gathering information about Rube Foster from a digital source.

LEARN 20 minutes

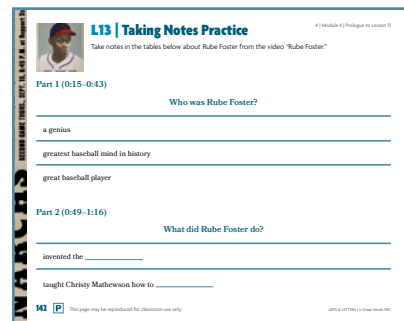
Take Notes from a Digital Source

1. Display Research Process and direct attention to step 2. Facilitate a brief discussion of this question:

 **What do you know about note-taking?**

Key Ideas

- collects information about a topic from different sources
 - records facts and details related to a topic
 - connects to information that answers a question
2. Remind students that when researchers write about a topic, they use notes they have taken.
 3. Tell students that they will watch a video to gather information about Rube Foster, founder of the Negro National League. Explain that the digital source has visual components, or what a person sees, and audio components, or what a person hears. Emphasize that paying attention to both components is important when viewing the video. Demonstrate the meanings of *visual* and *audio* by using gestures (e.g., pointing to your eye and then to your ear).
 4. Display the class Taking Notes Practice, and distribute copies to students. Read aloud the categories in the chart.



L13 | Taking Notes Practice
Take notes in the tables below about Rube Foster from the video "Rube Foster"

Part 1 (0:15-0:43)
Who was Rube Foster?

_____ a genius
_____ greatest baseball mind in history
_____ great baseball player

Part 2 (0:49-1:16)
What did Rube Foster do?
_____ invented the _____
_____ taught Christy Mathewson how to _____

ARTS & LETTERS | © Great Minds PBC

5. Prompt students to listen closely for information the speaker provides about Rube Foster. Play the “Rube Foster” video from 0:15 to 0:43.

Teacher Note

The video “Rube Foster” has a closed captioning option. To support students as they view the video, turn on the closed captioning feature.

6. Direct attention to part 1 of Taking Notes Practice, and read aloud the notes. Explain that these notes include information shared in the video. Tell students that they will view the video clip again, listening closely for the notes in the category Who was Rube Foster?
7. Play the video clip again. Model listening to the speaker and using a gesture (e.g., raise a hand or finger) to identify when students can hear the notes under the category Who was Rube Foster?
8. Think aloud to emphasize how the notes in part 1 of Taking Notes Practice connect to the category Who was Rube Foster?

Emphasize that the third note, “great baseball player,” differs from this direct quote in the video: “great player in the early era of Black baseball.” Remind students that when researchers take notes from a source, they can use direct quotes or paraphrase. The note “great baseball player” is an example of paraphrasing.

9. Tell students that they will view another clip from “Rube Foster” to gather more information about him. Play “Rube Foster” from 0:49 to 1:16. Instruct students to listen for details that describe what Foster did as a baseball player.
10. Direct students to part 2 of Taking Notes Practice. Echo Read the sentence frames and emphasize that the details in this category describe things that Rube Foster did.

Tell students that they will view the video clip again, this time listening closely for details about Foster’s actions that complete the sentence frames.

Sample Think Aloud

I know that the information “genius,” “greatest baseball mind,” and “great baseball player” are details that describe Rube Foster, so those notes belong under the category Who was Rube Foster?


- 11.** Play “Rube Foster” from 0:49 to 1:16 again. After viewing, collaborate with students to complete part 2 of Taking Notes Practice.
- 12.** Reinforce the correct responses:
 - invented the screwball
 - taught Christy Mathewson how to throw a screwball

Language Expansion

Instruct students with intermediate English proficiency to write their own paraphrased notes to describe Foster’s baseball skills in part 2 of Taking Notes Practice.

- 13.** Direct students to part 3 of Taking Notes Practice and Echo Read the category and question. Tell students that the word *influence* means “to change something.”
- 14.** Tell students that they will view a final clip from “Rube Foster” to takes notes about the team owner’s influence on baseball.
- 15.** Play “Rube Foster” from 2:13 to 2:43 two times. Instruct students to listen for information about the Negro National League.
- 16.** Instruct students to add one note to describe how Rube Foster’s creation of Negro League baseball changed the way fans watched baseball. Remind students that their notes can be quotes or paraphrases.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share one note about Rube Foster's influence on baseball.

Analyze Student Progress

Monitor: Do students share a relevant note from the video about a way Rube Foster influenced baseball?

Offer Immediate Support: If students need additional support taking notes from the video, instruct them to complete this sentence frame: Rube Foster influenced baseball by _____.

2. Invite a few students to share their responses.

Key Ideas

- presented a new style of game play
- brought two races together to watch the game
- encouraged Black and White fans to sit side by side to watch games

3. Summarize that researchers take notes to gather information from digital sources to learn more about a topic.



Prologue to Lesson 15

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine what Negro League and Major League Baseball players say and do in “7th Inning” of *We Are the Ship*. As they discuss major league players’ reactions to Negro League players, students practice elaborating on the evidence they use. This work prepares students to describe people’s reactions to the Negro League exhibition games in lesson 15.

Learning Goal

Examine descriptions of players’ reactions to the exhibition games in “7th Inning” of *We Are the Ship*.

 **LEARNING TASK:** Share a sentence that describes how major league players respond to Negro League players during the exhibition game.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use.

To support students with beginning English proficiency, provide opportunities to practice elaboration with familiar topics.

To support students with intermediate English proficiency, instruct them to label the sentences as either evidence of how the players act or as evidence of how they think or feel.

Vocabulary

reaction (n.) 

Materials

TEACHER

- *We Are the Ship*
- Textual Evidence from *We Are the Ship* (*Prologue* Reference Charts appendix)
- Talking Tool (*Learn* book)

STUDENTS

- *We Are the Ship*

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Reactions

1. Present the following scenario to students: Imagine that you wake up in the morning to a news announcement that schools are closed due to a big storm. Ask these questions:

 **What would you do?**

 **What would you say?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the questions.

Emphasize that students' feelings about storms and school closings may cause differing reactions.

2. Introduce the vocabulary term *reaction* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *reaction* has a Spanish cognate: *reacción*. Share this language connection with students whose home language is Spanish.

Language Expansion

For students with intermediate English proficiency, invite them to provide the verb form of the word *reaction*.

3. Annotate and define the word parts *re-* and *action*. Emphasize that *re-* means “again” and *action* means “to respond to something.”
4. Explain that Negro League teams competed against White and major league players outside of their regular season games.
5. Tell students that they will read “7th Inning” of *We Are the Ship* to look closely at how major league players reacted to Negro League players.

Definition

reaction (n.): the way someone acts or feels in response to something that happens or is said

LEARN 20 minutes

Examine Reactions in *We Are the Ship*

1. Direct students to *We Are the Ship*. Display page 57, and direct students to the page in their text. Read aloud the title. Explain that when their season ended, major league players would often travel to California and Cuba to play games against the Negro Leagues.
2. Direct students to page 58 and read aloud the portion of the page from “We played major” to “the major leagues.” Remind students that “Satchel” was Satchel Paige, a famous pitcher in the Negro Leagues.

3. Ask these questions:


 **Who won more games?**

 **What happened when Satchel pitched?**

4. Reinforce the correct responses:

- **who**—the Negro League team
- **what**—The major league players had trouble hitting his pitches.

5. Read aloud the sentence, starting with “That’s how we” on page 58. Ask this question:

 **How did the Negro League players know they were good enough to play against the major league players?**

6. Reinforce the correct responses:

- They won more games than the major leaguers.
- They played as well as major league players.

7. Display Textual Evidence from *We Are the Ship* and read aloud sentence 1.
8. Emphasize that the sentence is an example of evidence from the text.
9. Display the Talking Tool, located in the *Learn* book. Read aloud this sentence frame: This evidence shows _____. Explain that students can use this sentence frame to elaborate, or give more details, on evidence from the text to connect to a point and support their thinking. Think aloud to model how to elaborate on the textual evidence.
10. Tell students that they will read more about how major league players reacted to playing against Negro League players.
11. Read aloud the portion of page 58 from “There was never” to “good we were.” Ask this question:

 **What did major league players do after the game?**

12. Reinforce the correct response: told the Negro League players how good they were.
13. Direct attention to Textual Evidence from *We Are the Ship* and read aloud sentence 2.
14. Instruct students to Think–Pair–Share to answer this question:

 **What does this evidence reveal about how the major league players reacted to the Negro League players?**



Language Support

For students with beginning English proficiency, remind students that a reaction can include what someone says. Ask these questions: What did the major league players say to the Negro League players? Why?

4 | Module 4 | Prologue Reference Charts


Textual Evidence from *We Are the Ship*


1. In the text, the author says the Negro League players knew they “were good enough to play in the major leagues” (58).
2. In the text, major league players told the Negro League players how good they were.
3. In the text, the author says major league players told Negro League players they would be “worth such-an'-such” if they were White (58).


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Talking Tool

4 | Module 4 | 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 _____

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Sample Think Aloud

In the text the author says the Negro League players knew they “were good enough to play in the major leagues.” This shows that Negro League players thought they played baseball as well as the major league players.

Encourage students to support their thinking by using this sentence frame: This evidence shows _____.

Key Ideas

- Major league players thought that Negro League players were good baseball players.
- Major league players complimented Negro League players' skills.
- Major league players thought the Negro League players were as good as they were.

Language Expansion

For students with intermediate English proficiency, invite them to explain how their elaboration shows how the major league players thought and acted.

15. Instruct students to work with a partner to read the portion of page 58 from “Man, if we” to “it to ’em.”

16. Ask this question:

 **What do major league players say after the games?**

17. Reinforce the correct response: “If you were white, you’d be worth such-an’-such” (58).


Explain that “such-an’-such” refers to the phrase *such and such*, a saying that refers to an unspecified person or thing.

Language Support

For students with beginning English proficiency, provide examples of unspecified people or things, and use the phrase *such and such* to describe them.

18. Direct attention to Textual Evidence from *We Are the Ship* and read aloud sentence 3.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share a sentence to answer this question: What does this evidence reveal about how the major league players reacted to the Negro League players?

Encourage students to support their thinking by using this sentence frame: This evidence shows _____.

Analyze Student Progress

Monitor: Do students share a sentence that explains what the evidence shows about major league players' reaction to Negro League players?

Offer Immediate Support: If students need additional support elaborating on evidence to connect to a point, direct them to their annotations from page 58 that describe what major league players said after games, and ask this question: Why did major league players say this?

2. Listen for students to address key ideas.

Key Ideas

- This evidence shows major leaguers knew that Negro League players would make more money in the majors.
- This evidence shows major league players thought Negro League players were good baseball players.
- This evidence shows major league players thought Negro League players would be paid a lot of money if they were White.

3. Summarize that readers can understand how the people in a text react to events by examining their words and actions.



Prologue to Lesson 16

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine details that describe the people who attended the Negro League all-star game in “8th Inning” of *We Are the Ship*. As they discuss details about the people, students practice using a prepositional phrase to provide information about a time or place. This work prepares students to explain the popularity of the Negro League all-star game in lesson 16.

Learning Goal

Examine key details about the people who attended the East-West Game in “8th Inning” of *We Are the Ship*.


 **LEARNING TASK:** Share a detail about the people who attended the East-West Game.

Language Progress

In this lesson, students work on this module language goal: Use a prepositional phrase to provide information about a time or place.

To support students with beginning English proficiency, model using the term *during* to describe a familiar event (e.g., during lunchtime, students eat in the cafeteria). To support students with intermediate English proficiency, invite them to work with a partner to use the term *during* to describe a familiar school event.

Vocabulary

prepositional phrase 

Materials

TEACHER

- *We Are the Ship*
- class Prepositional Phrases Practice (*Prologue* Student Resources appendix)

STUDENTS

- *We Are the Ship*
- Prepositional Phrases Practice (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Prepositional Phrases

1. Display *We Are the Ship*, and direct students to their copies of the text. Direct attention to the illustration on pages 48–49, and instruct students to focus on the image of people sitting in the stands.

2. Display this sentence: The stands are above the field.

3. Ask these questions:

 **What does the sentence tell you about the stands?**

 **What word or phrase tells you where the stands are?**

4. Reinforce the correct responses:

- **stands**—located above the field
- **word or phrase**—above

5. Annotate the sentence by underlining the phrase *above the field*. Tell students that the underlined phrase is an example of a prepositional phrase. Introduce the vocabulary term *prepositional phrase* by displaying the term and definition. Engage students in Vocabulary Exploration.

Teacher Note

Provide a student-friendly definition for the term *preposition* (e.g., “a word that tells you where or when something is in relation to something else”).

Language Support

The term *prepositional phrase* has a Spanish cognate: *frase preposicional*. Share this language connection with students whose home language is Spanish.

Language Expansion

For students with intermediate English proficiency, invite them to share examples of prepositions.

6. Explain that prepositional phrases provide additional details to describe a topic or object. Tell students that they will use a prepositional phrase to describe the East-West Game in *We Are the Ship*.

Definition

prepositional phrase: a group of words that begins with a preposition and ends with a noun, pronoun, or noun phrase

LEARN 20 minutes**Examine Details About the East-West Game**

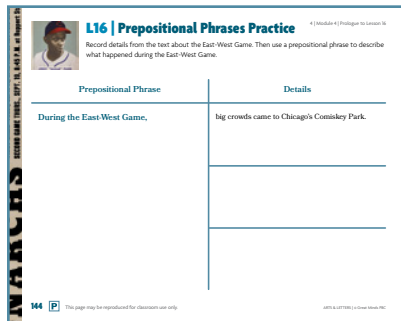
1. Display the illustration on page 62. Tell students that this image depicts a scene from the East-West Game, the annual baseball game played by Negro League all-star players during and after World War II. Explain that the term *all-star* means “performers who are famous or very skillful.”
2. Direct students to page 66, and read aloud the portion of the page from “The *biggest* crowds” to “the *Chicago Defender*.”
3. Echo Read the first sentence from “The *biggest* crowds” to “East-West Classic.” Ask this question:

 **When would people find the biggest crowds at Chicago’s Comiskey Park?**

4. Reinforce the correct response: in August, during the East-West Classic.
5. Display the class Prepositional Phrases Practice, and distribute copies to students. Read aloud the prepositional phrase and detail from the first row. Then read aloud the complete sentence.
6. Think aloud to explain what information the prepositional phrase adds about the East-West Game.


Annotate the sentence by circling the preposition *during* and underlining the prepositional phrase *During the East-West Game*.

7. Read the portion of page 66 from “There was nothing” to “turn people away.” Explain the meanings of these phrases:
 - “crammed into the ballpark”—people completely filled the ballpark
 - “turned people away”—would not let people enter the ballpark



L16 | Prepositional Phrases Practice
Record details from the text about the East-West Game. Then use a prepositional phrase to describe what happened during the East-West Game.

Prepositional Phrase	Details
During the East-West Game,	big crowds came to Chicago's Comiskey Park.

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Sample Think Aloud

The word *during* is a preposition that shows that something is happening at the same time as something else. The prepositional phrase *During the East-West Game* shows when big crowds came to Chicago's Comiskey Park.

8. Instruct students to work with a partner to annotate details about the people who attended the East-West Game.

Key Ideas

- “People came from as far as Louisiana and Mississippi and Tennessee” (66).
- “The railroad had to add extra cars to the trains just to make room for all of those folks traveling to the game” (66).
- “we had more than 50,000 people crammed into that ballpark” (66)
- “had to turn people away” (66)

9. Direct attention to Prepositional Phrases Practice. Instruct students to work with a partner to record two details in the second row.

10. Ask this question:

 **What happened during the East-West Game?**

11. Invite a few students to share their responses.

Key Ideas

- During the East-West Game, people came from states far away.
- During the East-West Game, more than 50,000 people were at the ballpark.
- During the East-West Game, people crammed into the ballpark.

Language Expansion

For students with intermediate English proficiency, invite them to create sentences using different prepositional phrases (e.g., On the day of the East-West Game, _____; After the war, _____).

12. Direct attention to page 66, and read aloud the portion of the page from “The East-West” to “Black and White.” Provide student-friendly definitions for these words and phrases:

- “**outdraw**”—to attract a larger crowd than another event
- “**Sunday best**”—your best clothing that you wear to church or to special events
- “**high-class affair**”—an event for very fancy or rich people

13. Instruct students to work with a partner to annotate details about the people who attended the East-West Game.

Language Support


For students with beginning English proficiency, provide this sentence frame: During the East-West Game, people _____.

Key Ideas

- “would even outdraw the major league all-star game” (66)
- “in the front row was Bill ‘Bojangles’ Robinson, Joe and Marva Louis, Louis Armstrong, Billie Holiday, or Lena Horne” (66)
- “it was a high-class affair” (66)
- “came to the ballpark in their Sunday best just to be seen” (66)
- “Black and White” (66)

14. Direct attention to Prepositional Phrases Practice. Instruct students to use a prepositional phrase to describe what happened during the East-West Game in the Details column.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to share a detail with a partner about what happened during the East-West Game, using the prepositional phrase *During the East-West Game*.
-

Analyze Student Progress

Monitor: Do students use a prepositional phrase to describe a detail about a specific time?

Offer Immediate Support: If students need additional support using a prepositional phrase to add a detail about what happened when people attended the East-West Game, direct attention to the portion of page 66 from “The East-West” to “Black and White,” and ask these questions: What did people do? When did people do this?

2. Invite a few students to share their responses.

Key Ideas

- During the East-West Game, crowds were bigger than they were for the major league all-star game.
- During the East-West Game, people saw famous Black stars in the crowd.
- During the East-West Game, Black and White people dressed in their best clothes.

3. Summarize that students can use prepositional phrases to add details about when and where something happens.



Prologue to Lesson 18

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine how information is organized in the Research Report Writing Model for Module 4. As they discuss how details connect to headings, students practice speaking about research findings in an organized manner. This work prepares students to explain how two writing models share information in lesson 18.

Learning Goal

Analyze how information is organized in the Research Report Writing Model for Module 4.

 **LEARNING TASK:** Describe how information about Rube Foster is organized in the writing model.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Speak about research findings in an organized manner.

To support students with beginning English proficiency, color-code each heading and annotate details from the Organizing Research Writing: Sentence Strips in the same color for each section to show the connection. To support students with intermediate English proficiency, instruct them to share a new heading for the final paragraph of the Research Report Writing Model for Module 4. Encourage students to explain how the new heading connects to the information in the paragraph.

Vocabulary

none

Materials

TEACHER

- class Research Report Writing Model for Module 4 (*Learn* book, Writing)
- Organizing Research Writing: Sentence Strips (*Prologue* Student Resources appendix)

STUDENTS

- sentence strips

Preparation

- Cut apart the Organizing Research Writing: Sentence Strips, located in the *Prologue* Student Resources appendix. Determine how to distribute the strips to students. See the Learn section for details.

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Ask this question:

 **How could you share information about Negro League baseball with an audience?**

Key Ideas

- in a written essay
- in a speech
- in a video or presentation

2. Remind students that they can share information about a topic in many ways, depending on the audience and purpose. Emphasize that one way to share information about a topic is through a research report.

3. Ask this question:

 **What do you know about a research report?**

Key Ideas

- provides relevant information about a specific topic
- includes facts and details about a topic
- uses different sources of information

4. Tell students that they will look closely at the Research Report Writing Model for Module 4 to learn about Rube Foster.

LEARN 20 minutes

Examine Research Writing

1. Display the class Research Report Writing Model for Module 4.

Ask this question:

☰ **What do you notice about the writing model?**

2. Reinforce that the model is divided into sections that each have a heading. Remind students that research reports present information in an organized manner. Explain that one way to organize information is to divide it into sections with distinctive headings.

3. Read aloud the heading Father of Black Baseball. Label it as heading 1. Tell students that headings tell the reader what the section will be about. Ask this question:

☰ **What or who do you think this section will be about?**

4. Reinforce the correct response: Rube Foster, “the Father of Black Baseball.”

5. Tell students to listen for details that relate to the heading as you read aloud the paragraph from “Do you know” to “Black baseball league.” Explain that a legacy is the long-lasting impact of someone’s actions.

6. Think aloud to explain how the details in the paragraph relate to the heading. Draw an arrow from each sentence to the heading to show the connection.

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.

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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 hound-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

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Sample Think Aloud

The first and second sentences connect to the heading because they explain that Rube Foster is “the Father of Black Baseball.” The second sentence explains that Rube Foster was a baseball player and executive in the Negro National League. The last sentence describes Foster’s legacy as the founder of the first Black baseball league. All these details are about Rube Foster, “the Father of Black Baseball.”

7. Distribute the sentence strips. Tell students that the headings and details are from the Research Report Writing Model for Module 4 and that they are about Rube Foster, the founder of the Negro National League.

8. Read aloud these headings:

- Foster's Life
- The Negro National League

L18 | Organizing Research Writing: Sentence Strips (Module 4 | Prologue to Lesson 18)

Match each detail with the appropriate heading.

Detail	Heading
He was born in Calvert, Texas, in 1879.	Foster's Life
Rube Foster is remembered most as the founder of the first successful Black baseball league.	The Negro National League
Even as a young man, he was very smart and knew a lot about baseball.	Foster's Life
He was a pitcher in the early 1900s.	Foster's Life
He <i>Are the Ship</i> says that Foster wanted to create a whole league that would become part of the major leagues.	The Negro National League

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Explain that each detail about Foster comes from a paragraph under one of these headings in the class research report writing model.

9. Read aloud this detail: He was born in Calvert, Texas, in 1879.

10. Ask these questions:

☰ **What information does this detail provide about Foster?**

☰ **Which heading is this detail related to?**

11. Reinforce the correct responses:

- **information**—the place and year Foster was born
- **heading**—Foster's Life

12. Echo Read the sentence strips. Instruct students to work with a partner to match each sentence strip detail with the appropriate heading.

Language Expansion

For students with intermediate English proficiency, encourage them to expand on their responses by explaining how the detail from the paragraph connects to the heading.

13. Direct attention to the class research report writing model. Read aloud the second paragraph, starting with “One part of.” Instruct students to listen for details from their sentence strips. Reinforce that these details relate to the heading Foster’s Life:

- Even as a young man, he was very smart and knew a lot about baseball.
- He was a pitcher in the early 1900s.

14. Instruct students to review their responses, and confirm or clarify as needed.

15. Read aloud the third paragraph, starting with “Rube Foster is.” Instruct students to listen for details from their sentence strips. Reinforce that these details relate to the heading The Negro National League:

- Rube Foster is remembered most as the founder of the first successful Black baseball league.
- *We Are the Ship* says that Foster wanted to create a whole league that would become part of the major leagues.

16. Instruct students to review their responses, and confirm or clarify as needed.

17. Display and read aloud these sentences:


- On February 20, 1920, he met with other team owners and established the Negro National League.
- Later, he became a team manager, team owner, and finally, a league executive.

Explain that an executive is someone who leads an organization.

Language Support

To support students with beginning English proficiency, tell students that a preacher is a person who gives religious speeches.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to discuss with a partner which heading the details relate to.

Analyze Student Progress

Monitor: Do students identify the heading that connects with each detail?

Offer Immediate Support: If students need additional support connecting the heading to the detail, ask this question: Does the detail give information about the Negro National League or Rube Foster?

2. Reinforce the correct responses:
 - The detail “On February 20, 1920, he met with other team owners and established the Negro National League” connects to the heading The Negro National League.
 - The detail “Later, he became a team manager, team owner, and finally, a league executive” connects to the heading Foster’s Life.
3. Summarize that writers use headings to organize information about a topic.



Prologue to Lesson 19

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students read about Black Major League Baseball player Jackie Robinson in “9th Inning” of *We Are the Ship*. As they discuss Robinson’s reactions to treatment from others, students practice using adverbs to tell how an action takes place. This work prepares students to explain why Jackie Robinson was the player chosen to integrate the major leagues in lesson 19.

Learning Goal

Examine details describing Jackie Robinson’s reactions in different situations.

 **LEARNING TASK:** Use an adverb to describe how Jackie Robinson reacted to Branch Rickey’s yelling and name-calling.

Language Progress

In this lesson, students work on this module language goal: Use adverbs to tell “how” an action takes place.

To support students with beginning English proficiency, provide a list of adverbs and ask students to move in a way that matches the word (e.g., *slowly, quickly, calmly*, etc.). To support students with intermediate English proficiency, provide a list of adverbs and instruct students to discuss which words could be used to best describe the following actions: running, reading, dancing.

Vocabulary

adverb (n.)

Materials

TEACHER

- *We Are the Ship*
- class Adverbs Practice
(*Prologue* Student Resources appendix)

STUDENTS

- *We Are the Ship*
- Adverbs Practice
(*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Adverbs

1. Display this list of words and read them aloud using a gesture and tone that matches each word. Instruct students to repeat each word using a similar gesture and tone.

- loudly
- proudly
- quickly
- slowly

2. Instruct students to Think–Pair–Share to answer these questions:



Which of the words from the list describes how someone might speak when they are angry? When they are tired? When they are excited?

3. Reinforce the correct responses:

- **angry**—*loudly*
- **tired**—*slowly*
- **excited**—*quickly, proudly*

4. Tell students that all the words in the list are adverbs. Introduce the vocabulary term *adverb* by displaying the term and definition. Engage students in Vocabulary Exploration. Direct attention to the ending of the adverbs and explain that many adverbs end in the suffix *-ly*.

Definition

adverb (n.): a word that describes a verb

Language Support

The term *adverb* has a Spanish cognate: *adverbio*. Share this language connection with students whose home language is Spanish.

5. Display and Echo Read this sentence: When someone feels angry, they speak angrily.

6. Annotate the sentence by underlining the adverb and drawing an arrow back to the verb it describes. Explain that adverbs often appear after the verb they describe.
7. Tell students that they will use adverbs to describe baseball player Jackie Robinson's actions in "9th Inning" from *We Are the Ship*.

LEARN 20 minutes

Examine Key Details

1. Tell students that Jackie Robinson was known for having a temper, or becoming angry easily. Direct students to page 72 of *We Are the Ship*, and read aloud the portion of the page from "I tell you" to "with the Monarchs." Explain that "cursed like a sailor" means that someone often uses inappropriate language.

Language Support

For students with beginning English proficiency, explain that "someone was doing him wrong" means that someone was acting in a way that was unfair or harmful to Jackie.

2. Direct attention to the phrase "Jackie had a terrific temper." Tell students that the word *terrific* can mean "having a big size." Ask these questions:

 **Why does the author say that Jackie Robinson's temper was "terrific"?**

 **What did Robinson do when he was angry?**

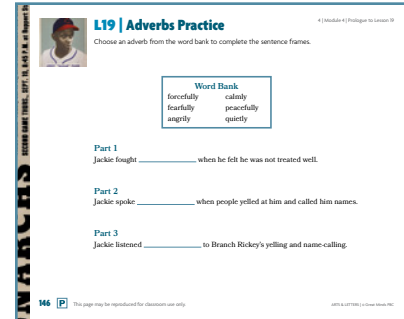
Key Ideas

- **terrific temper:** got angry or had big reactions
- **when angry:** cursed a lot, fought with others

3. Read aloud the portion of page 72 from “One was with” to “that one quiet.” Direct attention to the phrase “knocked out cold,” and act out becoming suddenly unconscious. Ask this question:

 **What did Robinson do to the umpire?**

4. Reinforce the correct response: He hit the umpire and knocked him out.
5. Display the class Adverbs Practice, and distribute copies to students. Echo Read the list of words in the word bank, using a gesture and tone that matches each word. Instruct students to use a similar gesture and tone.



L19 | Adverbs Practice

Choose an adverb from the word bank to complete the sentence frames.

Word Bank
forcefully calmly
fearfully peacefully
angrily quietly

Part 1
Jackie fought _____ when he felt he was not treated well.

Part 2
Jackie spoke _____ when people yelled at him and called him names.

Part 3
Jackie listened _____ to Branch Rickey's yelling and name-calling.

Language Expansion

For students with intermediate English proficiency, instruct them to identify the word parts of the words in Adverbs Practice (e.g., root word and suffix) and to then work with a partner to add additional words by adding the suffix *-ly* to adjectives such as *graceful*, *courageous*, and *brave*.

6. Direct attention to part 1 of Adverbs Practice and Echo Read the sentence frame.
7. Think aloud to model how to use an adverb from the chart to describe how Robinson fought. Use the adverb *forcefully* to complete the sentence and instruct students to do the same. Echo Read the complete sentence using the adverb.
8. Tell students that Robinson was a member of the military before he joined the major leagues. Read aloud the portion of pages 72–73 from “It was his” to “trouble talking back.” Explain that “the service” refers to military service or being in the army.

Sample Think Aloud

I know that when Jackie got into fights, he used a lot of force because once he knocked out an umpire. The word *forcefully* means “in a powerful way.” So I can say, “Jackie fought forcefully when he felt he was not treated well.”

9. Ask these questions:

 **Why did Robinson leave the military?**

 **What did he do or say when people yelled at him and called him names?**

Key Ideas

- **left military:** He left because people treated him badly by yelling at him and calling him names.
- **what he did:** He talked back to the people who yelled at him.

Use responses to emphasize that Robinson lost his temper when people in the military yelled at him and called him names.

10. Direct attention to part 2 of Adverbs Practice and Echo Read the sentence frame.

11. Instruct students to work with a partner to choose an adverb from the word bank to complete the sentence frame.

Language Support

To support students with beginning proficiency, choose an adverb that accurately completes the sentence, and ask this question: How might someone react when they are yelled at and called names?

12. Invite a few students to share their responses. Reinforce the correct responses:

- Jackie spoke forcefully when people yelled at him and called him names.
- Jackie spoke angrily when people yelled at him and called him names.

13. Tell students that Branch Rickey, the owner of the Brooklyn Dodgers, wanted Robinson to join his team, but he was worried about Robinson's temper. Tell students to listen for how Robinson responded when Rickey tested him to see how he would respond when baseball fans treated him badly.

- 14.** Read aloud page 74 from “Before Jackie signed” to “just sat there.” Instruct students to annotate details that describe Branch Rickey’s actions toward Robinson.

Teacher Note

Provide a definition for the term *racial epithet* (e.g., negative words to describe Black players).

Language Support

Provide a student-friendly definition for the phrase *keep cool* (e.g., “to stay calm”).

Key Ideas

- “wanted to meet Jackie face-to-face” (74)
- “acted as if he was angry, yelling and calling Jackie every racial epithet in the book” (74)
- “test Jackie’s famous temper” (74)

- 15.** Instruct students to Think–Pair–Share to answer these questions:

 **What did Branch Rickey do to Robinson?**

 **How did Robinson react to Branch Rickey’s actions?**


Key Ideas

- **Rickey:** pretended to be angry, yelled at him, called him racial names, tested Jackie’s temper
- **Robinson:** kept his cool, listened without responding

- 16.** Emphasize that Rickey was testing Robinson, the first Black player in Major League Baseball, to see whether he would lose his temper when treated badly.
- 17.** Direct attention to part 3 of Adverbs Practice and Echo Read the sentence frame.
- 18.** Instruct students to complete the sentence frame by using a word from Adverbs Practice to describe Robinson’s reaction to what Rickey did to him.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share a sentence that uses an adverb to describe how Jackie Robinson reacted to Branch Rickey's actions.

Analyze Student Progress

Monitor: Do students share a sentence that uses an adverb to describe Robinson's reaction to Branch Rickey's actions?

Offer Immediate Support: If students need additional support describing Robinson's reaction, ask these questions: What did Robinson do when Rickey yelled at him and called him names? Which adverb can you use to describe acting like that?

2. Invite a few students to share their responses.

Key Ideas

- Jackie listened calmly to Branch Rickey's yelling and name-calling.
- Jackie listened peacefully to Branch Rickey's yelling and name-calling.
- Jackie listened quietly to Branch Rickey's yelling and name-calling.

3. Summarize that using adverbs to describe an action helps writers give more details.



Prologue to Lesson 20

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

Students describe what happened as a result of Jackie Robinson joining the major leagues. As they discuss the changes Robinson caused in Major League Baseball, students practice using a transition word or phrase to show cause and effect. This work prepares students to explain the legacies of Jackie Robinson and the Negro Leagues in *We Are the Ship* in lesson 20.

Learning Goal

Discuss key details about Jackie Robinson from *We Are the Ship*.

-  **LEARNING TASK:** Explain one way Jackie Robinson changed the face of baseball.

Language Progress

In this lesson, students work on this module language goal: Use a transition word or phrase to show cause and effect.

To support students with beginning English proficiency, model using the transition *As a result* to show cause-and-effect relationships in familiar topics (e.g., I walked in the rain without an umbrella. As a result, my clothes got wet. I woke up late. As a result, I was late for school). To support students with intermediate English proficiency, share an example of a cause-and-effect relationship (e.g., cause: someone gets caught in the rain without an umbrella; effect: their clothes and shoes become wet). Invite partners to describe each cause-and-effect relationship using the transition *As a result*.

Vocabulary

none

Materials

TEACHER

- *We Are the Ship*
- Jackie Robinson T-chart

STUDENTS

- *We Are the Ship*

Preparation

- Make a Jackie Robinson T-chart to record evidence of Robinson's actions. Label the left side of the chart What Jackie Robinson did, and label the right side of the chart What happened? Write the words "As a result" across both columns. See the Learn section for details.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display page 68 of *We Are the Ship*, and direct students to their copies. Tell students to look at the illustration of Jackie Robinson.
2. Ask these questions:

 **What do you know about Jackie Robinson?**

 **Why was he an important baseball player?**

Key Ideas

- **what:** Black baseball player, former Negro League baseball player, first Black Major League Baseball player
 - **why:** started changes in Major League Baseball, described as one of the best baseball players to ever play, is a significant story for many
3. Emphasize that when Jackie Robinson joins the Brooklyn Dodgers, he becomes the first Black player in the major leagues.
 4. Tell students they will look closely at details from *We Are the Ship* to discuss how baseball changed when Robinson joined the major leagues.

LEARN 20 minutes**Examine Details About Jackie Robinson**

1. Tell students they will read details from *We Are the Ship* about how Jackie Robinson changed the way baseball was played in the major leagues.
2. Display the Jackie Robinson T-chart, and read aloud the title of each column.
3. Read aloud the portion of page 75 from “But Jackie did” to “face of baseball.” Direct attention to the phrase “change the face” and explain that it means “to make something completely different.”
4. Ask this question:

 **What did Jackie Robinson do in the major leagues?**

5. Reinforce the correct response: brought the Negro League style of game play. Record the response under What Jackie Robinson did on the chart.
6. Instruct students to Think–Pair–Share to answer this question:

 **What happened when Jackie Robinson brought the style of the Negro Leagues to the major leagues?**

7. Reinforce the correct response: He changed the face of baseball. Record the response under What happened? on the chart.
8. Explain that the phrase *As a result* is a transition that can be used to show the cause-and-effect relationship between two ideas. Think aloud to connect the information in the two columns in the chart, using the phrase *As a result* to show what Robinson did to change the face of baseball.

Jackie Robinson T-chart	
What Jackie Robinson did	What happened?

Sample Think Aloud

When Robinson brought the Negro League style of game play to the major leagues, he caused a change in the way Major League Baseball was played. What he did is the cause, and the change is the effect. I can make this cause-and-effect statement: Jackie Robinson brought the Negro League style of game play to the major leagues. As a result, he changed the face of baseball.

9. Read aloud the portion of page 75 from “He made it” to “had to pitch,” and instruct students to annotate what Robinson did.

Language Support

For students with beginning English proficiency, pause to define *daring* with a synonym (e.g., *bold*, *brave*, *fearless*). Use subsequent readings to reinforce synonyms for the words you selected.

10. Instruct students to Think–Pair–Share to answer this question:



What did Jackie Robinson do to change the way major league players played baseball?

11. Reinforce the correct responses: made game play quicker and more daring, made pitchers change the way they pitched.

Record the responses under What Jackie Robinson did on the chart.

12. Instruct partners to connect the new sentence in the chart with the effect in the second column to describe how Robinson changed the face of baseball. Remind students to use the transition *As a result*.

Language Support

For students with beginning English proficiency, provide this sentence frame: Jackie Robinson _____. As a result, he changed the face of baseball.

Language Expansion

For students with intermediate English proficiency, invite them to use a different transition, such as *Therefore*, to express the cause-and-effect relationship between ideas.

13. Instruct students to create a sentence using the phrases in the first column of the chart.

14. Reinforce the correct responses:

- Jackie Robinson made game play quicker and more daring. As a result, he changed the face of baseball.
- Jackie Robinson made pitchers change the way they pitched. As a result, he changed the face of baseball.

- 15.** Direct attention to page 75 of *We Are the Ship*. Echo Read the sentence starting with “And most important.” Explain the meaning of these phrases:
- The phrase “cleared the way” means “created opportunities.”
 - The phrase “first-class citizens” means “a person or group that receives fair treatment.”

- 16.** Ask this question:

 **Who is the “us” the author refers to?**

- 17.** Reinforce the correct responses: Black baseball players; Black baseball players in the Negro Leagues.

- 18.** Instruct students to Think–Pair–Share to answer this question:


 **What did Jackie Robinson do to help other Black baseball players?**

- 19.** Reinforce the correct response: cleared the way to play in the major leagues. Record the response under What Jackie Robinson did on the chart.
- 20.** Instruct partners to Think–Pair–Share to connect the cause (i.e., what Jackie Robinson did to help other Black players) with the effect in the chart (i.e., changed the face of baseball). Remind students to use the transition *As a result*.

Key Ideas

- Jackie Robinson cleared the way for other Black baseball players to play in the major leagues. As a result, he changed the face of baseball.
- Jackie Robinson created opportunities for other Black athletes to play in the major leagues. As a result, he changed the face of baseball.
- Jackie Robinson made it possible for other Black players to join the major leagues. As a result, he changed the face of baseball.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to share with a partner an important way Jackie Robinson changed the face of baseball.

Analyze Student Progress

Monitor: Do students connect two things Jackie Robinson did with the idea that he changed the face of baseball?

Offer Immediate Support: If students need additional support describing how Robinson changed the face of baseball, direct them to the Jackie Robinson T-chart and ask this question: What did Jackie Robinson do? Then instruct them to complete this sentence frame with Jackie Robinson's actions: Jackie Robinson _____ and _____. As a result, he changed the face of baseball.

2. Invite a few students to share their responses.

Key Ideas

- Jackie Robinson made game play quicker and more daring. As a result, he changed the face of baseball.
- Jackie Robinson brought the style of Negro League game play to the major leagues. As a result, he changed the face of baseball.
- Jackie Robinson made it possible for other Black players to join the major leagues. As a result, he changed the face of baseball.

3. Summarize that transitions can help readers understand the relationship between two ideas.



Prologue to Lesson 23

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students practice using homophones to discuss what happened when Jackie Robinson joined the major leagues. As they examine the spelling of words that sound similar but have different meanings, students practice correctly using frequently confused words. This work prepares students to use their understanding of homophones to spell frequently confused words in lesson 23.

Learning Goal

Use the correct homophone to describe what happened when Jackie Robinson joined the major leagues.

 **LEARNING TASK:** Share a sentence about Jackie Robinson using the correct spelling of a homophone.

Language Progress

In this lesson, students work on this module language goal: Correctly use frequently confused words.

To support students with beginning English proficiency, model using the words on Homophones with a familiar context (e.g. There are *four* pencils on the desk. We use pencils *for* writing; I have *two* pieces of a paper. We use paper *to* record our ideas). To support students with intermediate English proficiency, invite them to share original sentences using the homophones listed on Homophones.

Vocabulary

homophone (n.)

Materials

TEACHER

- Homophones
(*Prologue* Reference Charts appendix)

STUDENTS

- homophone cards

Preparation

- Choose photographs, images, or objects to represent the words *whole* and *hole*. See the Launch section for details.
- Cut out the Homophone Cards, located in the *Prologue* Student Resources appendix. Determine how to distribute the cards to students. See the Learn section for details.

LAUNCH 5 minutes

Build Knowledge About Homophones

1. Display the words *whole* and *hole* and an image for each word (e.g., a whole pie, a hole in a pair of pants).
2. Echo Read each word, and explain that *whole* means “all of something” and *hole* means “a space on the surface of something.”
3. Display and read aloud these sentence frames:
 - I watched the _____ baseball game.
 - There is a _____ in his uniform.
4. Instruct students to Think–Pair–Share to complete the sentence frames using the words *whole* and *hole*.
5. Reinforce the correct responses:
 - I watched the whole baseball game.
 - There is a hole in his uniform.

Emphasize that the words *whole* and *hole* are homophones. Explain that homophones are frequently confused words.

6. Introduce the vocabulary term *homophone* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *homophone* has a Spanish cognate: *homófono*. Share this language connection with students whose home language is Spanish.

7. Tell students they will practice using the correct spelling of homophones to describe what happened when Jackie Robinson joined the major leagues.

Definition

homophone (n.): a word that is pronounced like another word but has a different meaning, origin, or spelling

LEARN 20 minutes

Practice Homophones

1. Display Homophones. Read aloud each word, and use a gesture or an image to help students understand the meaning of the word. Instruct students to repeat the words.
2. Emphasize that the words are homophones so they sound the same but have different meanings.
3. Direct attention to the first sentence frame on Homophones. Tell students that the word *pennant* refers to the prize that is awarded to champions of the American League and the National League each year. Direct attention to the words *four* and *for* on Homophones.

Think aloud to determine the correct spelling of the word to complete the sentence. Emphasize that in the sentence *for* adds a detail to describe what happened when Jackie Robinson joined the major leagues.

4. Record the correct spelling of the word to complete the sentence on Homophones.
5. Direct attention to the second sentence frame on Homophones.
6. Echo Read the sentence frame. Instruct students to work with a partner to determine whether they should use *for* or *four* to complete the sentence.

Language Support

For students with beginning English proficiency, explain that the baseball term *triple* refers to when a batter hits the ball and runs to third base.

7. Reinforce the correct response: *four*.

4 | Module 4 | Prologue Reference Chart

Homophones

for	no	allowed
four	know	aloud

1. When Jackie Robinson joined the major leagues, he helped win the pennant _____ the Dodgers.
2. When Jackie Robinson joined the major leagues, he remembered when he hit _____ triples for the Monarchs.

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Sample Think Aloud

I know that the word *four* describes a number, while the word *for* is used to describe who is given something. Since the sentence describes who Jackie Robinson helped win the pennant, *for* is the correct spelling here. The complete sentence is “When Jackie Robinson joined the major leagues, he helped win the pennant for the Dodgers.”

8. Emphasize that the word *four* is the correct spelling because it provides details about the number of triples Jackie hit while playing for the Monarchs.

Write the correct spelling of the word *four* to complete the sentence on the chart. Echo Read the sentence using the correct homophone: When Jackie Robinson joined the major leagues, he _____ remembered when he hit four triples for the Monarchs.

9. Tell students that they will Mix and Mingle to complete a sentence about Jackie Robinson by matching the correct spelling of a homophone with a sentence frame.

Distribute one homophone card to each student. Tell students that their cards show either a homophone or a sentence frame with a blank.

Teacher Note

If possible, distribute the cards with homophones to students with beginning English proficiency and cards with sentence frames to students with intermediate English proficiency.

Homophones	Sentence Frames
no	When Jackie Robinson joined the major leagues, he did something _____ other Black player had done.
know	When Jackie Robinson joined the major leagues, Black players _____ that they may also have a chance of joining the league.
allowed	When Jackie Robinson joined the major leagues, he became the first Black player that was _____ to join a team.
atoud	When Jackie Robinson joined the major leagues, he listened to people say mean things _____.


10. Tell students that they will talk to different partners during the Mix and Mingle to find the card with the homophone that completes the sentence frame. If they can't use the card, they will switch partners until they match the sentence frame with the correct homophone. As an example, a student with the homophone card *for* will need to find someone with this sentence frame: When Jackie Robinson joined the major leagues, he played _____ the Brooklyn Dodgers.
11. Lead students through a Mix and Mingle. Encourage students to refer to the word bank and sentence frames on Homophones to help them form pairs with a partner who has the matching card.

Language Expansion

For students with intermediate English proficiency, instruct them to explain how they know which homophone to use in the sentence.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with the partner who has the matching card to share the complete sentence.

Analyze Student Progress

Monitor: Do students share a sentence that uses the correct spelling of a homophone to describe details about Jackie Robinson?

Offer Immediate Support: If students need additional support matching the correct homophone and sentence frame, instruct those with a sentence frame card to think about this question: What does my sentence frame describe? Instruct students with a homophone card to think about this question: What does my word mean?

2. Reinforce the correct responses:
 - When Jackie Robinson joined the major leagues, he did something no other Black player had done.
 - When Jackie Robinson joins the major leagues, Black players know that they may also have a chance of joining the league.
 - When Jackie Robinson joined the major leagues, he became the first Black player that was allowed to join a team.
 - When Jackie Robinson joined the major leagues, he listened to people say mean things aloud.
3. Summarize that writers spell words correctly to ensure that they express ideas accurately.



Prologue to Lesson 27

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

Students read about Jackie Robinson through the memories of his daughter, Sharon Robinson, and through his own words in *Testing the Ice*. As they discuss what they learn about Jackie Robinson, students practice elaborating on the evidence they use. This work prepares students to summarize in lesson 27 the memories Sharon Robinson shares.

Learning Goal

Discuss details about Jackie Robinson from *Testing the Ice*.

LEARNING TASK: Write a sentence that elaborates on a detail about Jackie Robinson.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use.

To support students with beginning English proficiency, display these sentences: Jackie Robinson never goes into the lake, even when his family does. This shows that he does not enjoy playing in the water like his family enjoys it. Direct students to annotate the sentences by underlining the evidence and elaboration and then labeling each. To support students with intermediate English proficiency, invite them to expand on their responses by explaining how elaboration develops the evidence.

Vocabulary

none

Materials

TEACHER

- *Testing the Ice*
- class Evidence and Elaboration (*Prologue* Student Resources appendix)
- Talking Tool (*Learn* book)

STUDENTS

- *Testing the Ice*
- Evidence and Elaboration (*Prologue* Student Resources appendix)

Preparation

- *Testing the Ice* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Display the back cover of *Testing the Ice*, and direct attention to the illustration of Jackie Robinson.

Ask this question:



Who was Jackie Robinson?

Key Ideas

- the first Black baseball player to join the major leagues
 - one of the best baseball players to ever play
 - a former military member who played Negro League baseball and Major League Baseball
2. Emphasize that in addition to being a famous professional baseball player and pioneer for Black athletes, Jackie Robinson was also a father and husband.
 3. Direct attention to the front cover of *Testing the Ice* and the author's and illustrator's names. Read aloud the names, and remind students that the illustrator, Kadir Nelson, is also the author of *We Are the Ship*. Ask this question:



What do you notice about the last name of the author?

4. Reinforce the correct response: The author's last name is Robinson, the same last name as Jackie Robinson. Explain that Sharon Robinson is Jackie Robinson's daughter.
5. Tell students that they will read *Testing the Ice* to learn more about Jackie Robinson through the memories of his daughter, Sharon Robinson.

LEARN 20 minutes

Examine Key Details

1. Display page 2 of *Testing the Ice*, and direct students to the page in their copies. Read aloud the portion of page 2 from “The year was” to “the World Series!” Tell students that the World Series is the final championship game in Major League Baseball. Ask these questions:

 **Who does “Dad” refer to?**

 **Who is speaking?**

2. Reinforce the correct responses:

- **Dad**—Jackie Robinson
- **speaking**—Sharon Robinson, his daughter

3. Direct attention to the year 1955 in the first sentence. Ask this question:

 **What happened in the year 1955?**

4. Reinforce the correct response: Jackie Robinson played in the World Series. Emphasize that Sharon Robinson describes memories of past events that happened during her childhood in the year 1955.
5. Direct attention to page 7. Tell students to listen for information Sharon Robinson shares about Jackie Robinson. Read aloud the portion of page 7 from “Earlier that same” to “and curious strangers.” Direct attention to the illustration of the trees surrounding the house to help students understand the meaning of *screened*.

6. Ask these questions:

☰ **What does Jackie Robinson's family do the same year as the World Series?**

☰ **What do you learn about Jackie Robinson in this part of the text?**

7. Reinforce the correct responses:

- **what the family does**—They move from New York City to a new house in Connecticut.
- **what we learn**—He thinks the best part of the new house is the trees.

8. Display the class Evidence and Elaboration, and distribute copies to students. Read aloud the first sentence under the Evidence column: Jackie Robinson's favorite part of the new house is the trees.

9. Display the Talking Tool. Explain that one way to introduce elaboration is by using the provided sentence frame: This evidence shows _____. Think aloud to model how to use the sentence frame to elaborate on this sentence.

L27 Evidence and Elaboration	
Elaborate on the evidence	
Evidence	Elaboration
Jackie Robinson's favorite part of the new house is the trees.	
Jackie Robinson never goes into the water.	
He says he will join the major leagues.	

10. Add this response to the first row under the Elaboration column: This evidence shows that Jackie Robinson likes the privacy of living in the woods.

Instruct students to Echo Read the sentence and to add the response to their charts.

Language Support

Provide a student-friendly definition for the word *elaborate*, such as “add more information.”

Sample Think Aloud

When elaborating, I want to add more information or details explaining the evidence. I'll use the words *This evidence shows* to explain what the evidence shows about Jackie Robinson. I can say, “This evidence shows that Jackie Robinson likes the privacy of living in the woods.”

11. Read aloud the portion of page 8 from “But to my” to “into the water.” Ask these questions:

 **What do Sharon Robinson and her brothers enjoy?**

 **What do you learn about Jackie Robinson in this part of the text?**

Key Ideas

- **what they enjoy:** They enjoy their new friends, the lake in their yard, playing, having picnics, swimming, and rowing boats.
- **what we learn:** He never comes into the water.

12. Direct attention to Evidence and Elaboration. Read aloud this sentence under the Evidence column:
Jackie Robinson never goes into the water.

13. Direct attention to the Talking Tool. Remind students that they can elaborate on evidence from the text by using this sentence frame from the Talking Tool: This evidence shows _____.

14. Instruct students to discuss this question with a partner:

 **What does this evidence help you understand about Jackie Robinson?**

15. Invite a few students to share their responses.

Key Ideas

- This evidence shows that he does not like to swim.
- This evidence shows that he may be afraid of the water.
- This evidence shows that he may not know how to swim.

Add responses to the Elaboration column, and instruct students to do the same.

- 16.** Direct attention to the illustration on pages 12–13. Remind students that before Jackie Robinson played baseball in the major leagues, he played in the Negro Leagues because baseball was segregated.
- 17.** Read aloud the portion of pages 14–15 from “I was playing” to “it! I said.” Based on your students’ needs, pause to define unknown terms (e.g., *approached* and *guts*). Tell students that the phrase “have the guts” means “to have courage.” Remind students that these are Jackie Robinson’s words as he recounts an important event in his life.
- 18.** Ask these questions:

 **What does Branch Rickey want Jackie Robinson to do?**


 **What does Jackie Robinson decide to do?**

Key Ideas

- **Branch Rickey wants:** play for the Brooklyn Dodgers, take poor treatment, and control his temper
- **Jackie Robinson decides:** join a White-only baseball league


Language Expansion

For students with intermediate English proficiency, ask this question: Why is it important for Jackie Robinson to have “guts” to play Major League Baseball?

- 19.** Direct attention to the class Evidence and Elaboration. Read aloud this sentence under the Evidence column: He says he will join the major leagues.
- 20.** Instruct students to Think–Pair–Share to discuss this question:
-  **What does this evidence help you understand about Jackie Robinson?**

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to write a sentence. Tell them to elaborate on the evidence that Jackie Robinson says he will join the major leagues.

Prompt students to use this sentence frame from the Talking Tool: This evidence shows _____.

Analyze Student Progress

Monitor: Do students elaborate on evidence to show that Jackie Robinson has the courage to join a White-only league?

Offer Immediate Support: If students need additional support elaborating on evidence, ask this question: What does the evidence tell you about Jackie Robinson's actions and personality traits?

2. Invite a few students to share their responses.

Key Ideas

- This evidence shows Jackie Robinson has the courage to join the major leagues even though he knows he will be treated poorly.
- This evidence shows that Jackie Robinson is willing to do things he knows will be challenging.
- This evidence shows Jackie Robinson agrees to do something challenging so that he can help other Black players.

Add responses to the third row of the Elaboration column on the chart.

3. Summarize that students can elaborate on evidence to add more information about Jackie Robinson.



Prologue to Lesson 28

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

Students examine details about Jackie Robinson’s experiences at a frozen lake in *Testing the Ice*. As they discuss the contrast between Jackie Robinson’s feelings and actions, students practice using a transition word or phrase to add or contrast ideas. This work prepares students to describe what the extended metaphor in *Testing the Ice* reveals about Jackie Robinson in lesson 28.

Learning Goal

Examine details describing Jackie Robinson’s feelings and actions in *Testing the Ice*.

LEARNING TASK: Share a sentence that uses a transition word to show the contrast between Jackie Robinson’s feelings and his actions.

Language Progress

In this lesson, students work on this module language goal: Use a transition word or phrase to add or contrast ideas.

To support students with beginning English proficiency, instruct them to annotate Jackie Robinson’s feelings in one color and his actions in another color. To support students with intermediate English proficiency, instruct them to use additional words or phrases to show contrast (e.g., *even so*, *nevertheless*, *yet*).

Vocabulary

none

Materials

TEACHER

- *Testing the Ice*

STUDENTS

- *Testing the Ice*

Preparation

- *Testing the Ice* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display *Testing the Ice*, and direct students to their copies of the text. Direct attention to the illustration on page 8.
2. Tell students that the illustration depicts an image of Jackie Robinson and his family. Ask these questions:

 **Where are Jackie Robinson's kids?**

 **Where is Jackie Robinson?**

3. Reinforce the correct responses:
 - **Robinson's kids**—in the water
 - **Robinson**—on the shore
4. Display these sentences:
 - Jackie Robinson's children play in the water.
 - Jackie Robinson stays on the shore.
 - Jackie Robinson's children play in the water. However, he stays on the shore.
5. Annotate the third sentence by circling the word *However*. Explain that *however* is a transition word used to show contrast, or ideas that differ. Emphasize that *however* shows the contrast between what Jackie Robinson does and what his children do at the lake.

Teacher Note

Provide a student-friendly definition of *transition*, such as “words and phrases that connect ideas.”

6. Tell students that they will use a transition word to describe Jackie Robinson's experience at the lake in *Testing the Ice*.

LEARN 20 minutes

Contrast Feelings and Actions

1. Direct attention to page 26. Read aloud the portion of the page from “We want to” to “he reminded us.”
2. Tell students that the word *anxious* means “afraid or nervous, especially about what may happen.”
3. Ask this question:

 **Why do you think Jackie Robinson looks anxious when the kids say they can go onto the ice if he takes them?**

4. Reinforce the correct response: He is worried it won't be safe because the ice could break.
5. Read aloud the portion of page 27 from “Please, Mr. Robinson” to “we should go,” and instruct students to annotate what Robinson does in this passage.
6. Instruct students to Think–Pair–Share to answer this question:

 **What does Jackie Robinson do when the kids ask to go onto the ice?**

Key Ideas

- listens to the kids' pleas
- tells the kids “we should go”

Emphasize that Jackie tells the kids they should skate on the ice even though he feels anxious about taking them.

7. Display these sentence frames: Jackie Robinson feels _____. However, he _____.

Remind students that *however* is a transition word used to describe ideas that contrast.

8. Think aloud to complete the sentence frames to contrast details about Jackie Robinson’s feelings and his actions.
9. Display and Echo Read these sentences: Jackie Robinson feels anxious about taking the kids to skate on the ice. However, he tells them “we should go.”

Emphasize that the transition word shows how his feeling (anxiety) is different from his action (telling the kids “we should go”).

10. Read aloud the portion of page 28 from “The mad scramble” to “led the way.” Based on your students’ needs, pause to define unknown words (e.g., *mad* and *scramble*).
11. Direct attention to the word *reluctantly*. Tell students that the word means “hesitant” or “not really wanting to.” Instruct students to Think–Pair–Share to answer these questions:

 **What does Jackie Robinson do?**

 **How does he feel?**

Key Ideas

- **does:** slowly gets dressed, reluctantly leads the way to the ice
- **feels:** reluctant, anxious, afraid

Emphasize that Jackie Robinson dresses slowly and reluctantly leads the way because he is anxious about going onto the ice.

12. Instruct students to work with a partner to act out what Jackie Robinson does while feeling anxious. Instruct one partner to act out slowly getting dressed and the other partner to act out reluctantly leading the kids to the ice.
13. Instruct students to work with their partner to use this sentence frames to contrast how Robinson feels with what he does: Jackie Robinson feels anxious about _____. However, he _____.
14. Invite a few students to share their responses. Reinforce the correct response: Jackie Robinson feels anxious about taking the kids onto the ice. However, he gets dressed and leads the kids to the lake.

Sample Think Aloud

I know that Jackie Robinson feels anxious about taking the kids onto the ice. I also know that Robinson tells the kids “we should go.” To show the difference between how Jackie Robinson feels and what he does, I can say, “Jackie Robinson feels anxious about taking the kids to skate on the ice. However, he tells them ‘we should go.’”

15. Read aloud the portion of page 30 from “When we reached” to “snow-covered ice.” Direct attention to the word *eased*. Tell students the word means “to move carefully or slowly.”

16. Instruct students to Think–Pair–Share to answer these questions:

 **What does Jackie Robinson do?**

 **How does he feel?**

Key Ideas

- **do:** tells the kids to wait, runs to the house to get a shovel and broomstick, eases onto the ice
- **feel:** anxious, nervous, afraid

Direct attention to the illustration, and explain that Robinson taps the ice with the broomstick to test the ice to make sure it is safe.

17. Instruct students to work with a partner to act out Jackie Robinson easing onto the ice while feeling anxious.

Language Expansion

For students with intermediate English proficiency, invite them to expand on their response by explaining why Robinson walks onto the ice even though he is anxious.


18. Read aloud the portion of pages 33–34 from “Dad took a” to “on your skates!” Ask this question:

 **What does Jackie Robinson do?**

19. Reinforce the correct response: He tests the ice and tells the children it’s safe to come onto the ice and skate.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share a sentence using the transition word *however* to show the contrast between how Jackie Robinson feels about going onto the ice and what he does. Remind students to use these sentence frames: Jackie Robinson feels anxious about _____. However, he _____

Analyze Student Progress

Monitor: Do students share a sentence that uses the transition *however* to describe the contrast between Jackie Robinson's feelings and his actions?

Offer Immediate Support: If students need additional support using a transition to contrast ideas, ask these questions: What does Jackie Robinson do? How are his actions different from the way he feels?

2. Invite a few students to share their responses.

Key Ideas

- Jackie Robinson feels anxious about taking the kids onto the ice. However, he goes out to test the ice.
- Jackie Robinson feels anxious about taking the kids onto the ice. However, he walks out onto the lake.
- Jackie Robinson feels anxious about taking the kids onto the ice. However, he tells the children it is safe to come out and skate.

3. Summarize that students can use the transition *however* to contrast details.



Prologue to Lesson 29

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

Students read about Jackie Robinson’s meeting with Branch Rickey in *Testing the Ice*. As they discuss Robinson’s willingness to face challenges as the first Black Major League Baseball player, students practice adjusting their speech to match their audience, setting, and purpose. This work prepares students to discuss a central idea in *Testing the Ice* in lesson 29.

Learning Goal

Examine details about Jackie Robinson’s decision to join the major leagues.

LEARNING TASK: Describe a challenge Jackie Robinson is willing to face when he joins the major leagues.

Language Progress

In this lesson, students work on this module speaking and listening goal: Adjust your speech to match your audience, setting, and purpose.

To support students with beginning English proficiency, instruct them to work with a small group to orally rehearse their description of Robinson’s response to Rickey by using specific vocabulary such as *major leagues* and *color barrier*. To support students with intermediate English proficiency, tell them to imagine that they are speaking to a group of first graders; instruct them to share their explanation of how Robinson’s response to Rickey shows that Robinson is brave. Invite students to describe how they adjusted their speech to match their audience, setting, and purpose.

Vocabulary

none

Materials

TEACHER

- *Testing the Ice*

STUDENTS

- *Testing the Ice*

Preparation

- *Testing the Ice* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display the illustrations on pages 10–11 of *Testing the Ice*.
2. Facilitate a brief discussion of these questions:

 **What are the children doing?**

 **Why do you think they look at Jackie Robinson this way?**

Key Ideas

- **what:** They are looking at Robinson; they are listening to Jackie Robinson speak.
- **why:** They are interested in what he is saying; they respect him; they admire him.

Emphasize that the children are listening to Jackie Robinson tell a story about his career as a baseball player.

3. Remind students that in *Testing the Ice* Jackie Robinson's daughter, Sharon Robinson, recalls memories about her father, including stories he told her and her friends about his experiences as a Black baseball player in the major leagues.
4. Tell students that they will look closely at the details Jackie Robinson shares in *Testing the Ice* to learn more about challenges he faced in his baseball career.

LEARN 20 minutes

Examine Key Details from Jackie Robinson's Story

1. Remind students that Jackie Robinson tells his children and their friends a story about the time Branch Rickey, the owner of the Brooklyn Dodgers, asked him to join a Major League Baseball team, something that had never been done by a Black athlete.

2. Tell students to listen for details about what happens when Branch Rickey and Jackie Robinson meet to discuss the possibility of Robinson joining the Brooklyn Dodgers. Direct attention to page 14, and read aloud the portion of the page from “I was playing” to “guts for this?”

3. Ask this question:

 **What does Branch Rickey tell Jackie Robinson?**

4. Reinforce the correct responses: He can get Robinson into the Brooklyn Dodgers. He knows Jackie Robinson is a good baseball player.

Language Expansion

For students with intermediate English proficiency, invite them to read aloud the portion of page 14 from “I know you’re” to “guts for this?” in the tone Branch Rickey may have used.

5. Direct attention to the sentence starting with “But do you.” Tell students the word *guts* in this context means “courage.”
6. Tell students that during a class discussion they can practice adjusting their speech to match their audience, setting, and purpose by using specific vocabulary.
7. Invite a few students to answer this question by using the term *major leagues*:

 **What do you think Rickey means when he asks Jackie Robinson if he has the guts to join the major leagues?**

Key Ideas

- Rickey wants to know if Jackie Robinson has enough courage to join the major leagues.
 - Rickey wonders if Jackie Robinson is brave enough to join the major leagues.
 - Rickey questions whether Jackie Robinson can handle what he will experience as a Black player in the major leagues.
8. Echo Read the portion of page 14 from “The next few” to “control my temper.”

9. Instruct students to Think–Pair–Share to answer this question by using the term *major leagues*:

 **According to Branch Rickey, what challenges will Jackie Robinson face if he joins the major leagues?**

Language Support

For students with beginning English proficiency, explain that the phrase “take all of this” is used figuratively to mean “handle” or “manage.”

Key Ideas

- People in the major leagues will threaten Robinson, attack him, and call him names. Robinson will face danger as a Black player in the major leagues.

10. Remind students that Jackie Robinson was famous for having a temper and reacting strongly when provoked or challenged. Explain that Rickey wanted to make sure that Robinson would be able to control his temper when faced with challenges as the only Black player in the major leagues.

11. Read aloud the sentence on page 14 starting with “I thought of.” Based on your students’ needs, pause to define unknown words with a synonym (e.g., *barrier*, *shattered*).

12. Direct attention to the phrase “color barrier.” Explain that a barrier can be a physical obstacle that prevents movement, such as a fence, and that a barrier can also be a rule, law, or circumstance that makes it difficult or impossible for something to happen.

13. Ask this question:

 **What does Jackie Robinson mean when he says, “The color barrier of baseball would be shattered”?**

14. Reinforce the correct response: More Black baseball players would be allowed to join the major leagues.

15. Instruct students to Think–Pair–Share to answer this question using the term *color barrier* or *ballplayers*:

 **What motivates Jackie Robinson to agree to control his temper when facing challenges in the major leagues?**

16. Reinforce the correct responses: opening the door to the major leagues for other Black ballplayers; shattering the color barrier in baseball for other players.

17. Read aloud the portion of pages 14–15 from “There was only” to “it!,’ I said.” Ask this question:


 **What does Jackie Robinson agree to do?**

18. Reinforce the correct responses: join the major leagues; play for the Brooklyn Dodgers.

Emphasize that Jackie Robinson agrees to play for the Brooklyn Dodgers even though he knows he will face many challenges.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share a challenge that Jackie Robinson is willing to face when he joins the major leagues and to use this sentence frame: When Jackie Robinson agrees to join the major leagues, he understands that _____.

Provide a word bank of terms (e.g., *major league*, *ballplayer*, *color barrier*) to help students adjust their speech for a discussion using specific vocabulary.

Analyze Student Progress

Monitor: Do students explain that Jackie Robinson accepts the possibility of violence and anger from people who disagree with him joining the major leagues?

Offer Immediate Support: If students need additional support describing the challenges Jackie Robinson accepts, read aloud the portion of page 14 from “The next few” to “and attacked physically,” and ask this question: What does Branch Rickey say could happen to Jackie Robinson?

2. Invite a few students to share their responses.

Key Ideas

- When Jackie Robinson agrees to join the major leagues, he understands that fans and players may call him names.
- When Jackie Robinson agrees to join the major leagues, he understands that fans and players may threaten him.
- When Jackie Robinson agrees to join the major leagues, he understands that fans and players may physically attack him.

3. Summarize that when Jackie Robinson agrees to join the major leagues, he also accepts that he will likely face danger and violence from people who do not want him or other Black players in the league.



Prologue to Lesson 30

Essential Question | How can individuals contribute to a collective legacy?


OVERVIEW

Preview

Students examine details about Jackie Robinson’s experience as the first Black player on a major league team. As they synthesize details about his experience, students practice speaking about research findings in an organized manner. This work prepares students to write knowledge statements about a person from the Negro Leagues and the person’s legacy in lesson 30.

Learning Goal

Synthesize details about Jackie Robinson’s experience as a Major League Baseball player.


 **LEARNING TASK:** Share a sentence that synthesizes details about Jackie Robinson’s experience as the first Black player to join the major leagues.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Speak about research findings in an organized manner.

To support students with beginning English proficiency, instruct them to use one color to annotate details that describe Jackie Robinson’s actions and another color to annotate details that describe the actions of fans and other players. To support students with intermediate English proficiency, instruct students to review details in the synthesizing details practice cards and to use sticky notes to label each pile with a word or phrase that describes the connection among the cards.

Vocabulary

synthesize (v.) 

Materials

TEACHER

- *We Are the Ship*
- Puzzle Pieces image (digital platform)

STUDENTS

- *We Are the Ship*
- synthesizing details practice cards

Preparation

- Cut out one set of Synthesizing Details Practice Cards, located in the *Prologue* Student Resources appendix, for each pair of students. Determine how to distribute the cards to students. See the Learn section for details.

LAUNCH

5 minutes

Build Knowledge About Synthesizing

1. Display Puzzle Pieces image.
2. Ask this question:

 **What happens when you put the pieces of a puzzle together?**

Key Ideas

- You solve the puzzle.
 - The puzzle shares an image or idea.
3. Tell students that, like people put a puzzle together, researchers put information together to share knowledge.
 4. Introduce the vocabulary term *synthesize* by displaying the term and definition. Engage students in Vocabulary Exploration.
 5. Tell students that they will practice putting information together to create statements that synthesize their learning about Jackie Robinson.

Definition

synthesize (v.): to put together

LEARN 20 minutes

Synthesize Knowledge About Jackie Robinson

1. Display *We Are the Ship*, and direct students to the text. Read aloud the portion of page 75 from “He brought our” to “had to pitch.”
2. Display and read aloud these three sentences:
 - Jackie Robinson brought Negro League style of play to the major leagues.
 - Jackie Robinson made Major League Baseball quicker and more daring.
 - Jackie Robinson’s base-running changed the way major league pitchers had to pitch.
3. Instruct students to Think–Pair–Share to answer this question:



How are these details connected?

Key Ideas

- focus on Jackie Robinson
- describe Jackie Robinson’s baseball skills
- describe ways Jackie Robinson changed Major League Baseball

Language Expansion

For students with intermediate English proficiency, invite them to share clues that helped them determine the connections between the details.

Emphasize that the details describe ways Jackie Robinson and his style of game play was different from traditional major league game play.

4. Think aloud to share a synthesis statement that puts the information together to describe what happened when Jackie Robinson joined the major leagues.

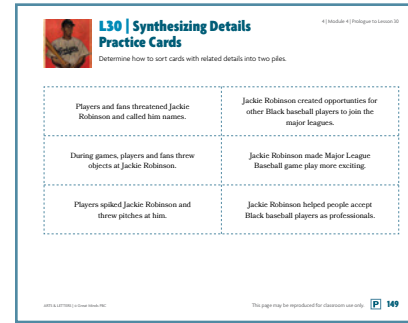
Sample Think Aloud

All three details describe how Jackie Robinson’s skills and way of playing the game changed the way baseball was played in the major leagues. So my synthesis statement will be this: Jackie Robinson’s special style and skills as a baseball player changed the way baseball was played in the major leagues.

5. Tell students that they will work with a partner to read and organize details about Jackie Robinson to practice synthesizing information. Distribute the synthesizing details practice cards, and read them aloud.

Language Support

For students with beginning English proficiency, read aloud each card and instruct students to annotate the subject of each sentence.



6. Instruct students to work with a partner to read each card and then to sort cards with related details into two piles.
7. Invite a few students to share how they sorted the cards. Reinforce the correct responses:

Pile A

- Players and fans threatened Jackie Robinson and called him names.
- During games, players and fans threw objects at Jackie Robinson.
- Players spiked Jackie Robinson and threw pitches at him.

Pile B

- Jackie Robinson created opportunities for other Black baseball players to join the major leagues.
- Jackie Robinson made Major League Baseball game play more exciting.
- Jackie Robinson helped people accept Black baseball players as professionals.

8. Direct students to the cards in Pile A. Ask this question:



How are the details in Pile A connected?

Key Ideas

- The details describe how players and fans treated Jackie Robinson in the major leagues.
- Players and fans mistreated Jackie Robinson when he joined the major leagues.

9. Display and Echo Read this sentence frame: When Jackie Robinson joined the major leagues, _____.

10. Instruct students to Think–Pair–Share, using the sentence frame to answer this question:

 **What do we learn about Jackie Robinson from the details in Pile A?**

Key Ideas

- When Jackie Robinson joined the major leagues, some of the players and fans did not treat him well.
- When Jackie Robinson joined the major leagues, players threatened him with violence on the field.
- When Jackie Robinson joined the major leagues, people said and did things that were not kind.

11. Direct attention to the cards in Pile B. Ask this question:

 **How are the details in Pile B connected?**


Key Ideas

- The details describe ways Jackie Robinson changed baseball as a major league player.
- The details describe how Jackie Robinson helped other Black players by becoming the first Black major league player.

12. Instruct students to write a synthesis statement about what the details from the cards in Pile B show about Jackie Robinson as a major league player.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share a synthesis statement about Jackie Robinson as a major league player.

To support their responses, encourage students to use this sentence frame: When Jackie Robinson joined the major leagues, _____.

Analyze Student Progress

Monitor: Do students share a sentence that describes Jackie Robinson's contributions as a major league player?

Offer Immediate Support: If students need additional support creating a synthesis statement, instruct them to review the cards in Pile B. Ask these questions: What do the details describe? What do you learn about Jackie Robinson from these details?

2. Invite a few students to share their responses.

Key Ideas

- When Jackie Robinson joined the major leagues, he changed the way baseball was played.
 - When Jackie Robinson joined the major leagues, he created opportunities for other Black baseball players to join the major leagues.
 - When Jackie Robinson joined the major leagues, he helped people see Black players as equals.
3. Summarize that although Jackie Robinson was not treated well as a Major League Baseball player, he used the opportunity to change how other Black players were treated.

Prologue Vocabulary

adjective (n.)

a word that describes a noun or a pronoun

P to lesson 12

adverb (n.)

a word that describes a verb

P to lesson 19

coordinating conjunction

a word that joins together words, phrases, or complete sentences

P to lesson 11

homophone (n.)

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

P to lesson 23 | lesson 23

league (n.)

a group of sports teams that play against each other

P to lesson 4 | lesson 4



metaphor (n.)

a phrase that shows how two things are similar by saying one thing is the other

P to lesson 5 | lesson 9 (module 1)

prepositional phrase

a group of words that begins with a preposition and ends with a noun, pronoun, or noun phrase

P to lesson 16

reaction (n.)

the way someone acts or feels in response to something that happens or is said

P to lesson 15

relative adverb

an adverb introducing a clause that explains place, time, or reason (*where*, *when*, and *why*)

P to lesson 10

relative pronoun

a pronoun such as *who*, *whose*, and *whom* that introduces a clause that modifies a noun

P to lesson 7

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



P to lesson 8 | lesson 8

subordinating conjunction

a word that joins a main clause and a clause that does not form a complete sentence by itself

P to lesson 4

synthesize (v.)

to put together

P to lesson 30

Prologue Reference Charts

Research Process

Step 1: Determine the focus.

Step 2: Take notes from sources.

Step 3: Refine research.

Step 4: Synthesize knowledge.

Step 5: Share findings.

Textual Evidence from *We Are the Ship*

1. In the text, the author says the Negro League players knew they “were good enough to play in the major leagues” (58).
2. In the text, major league players told the Negro League players how good they were.
3. In the text, the author says major league players told Negro League players they would be “worth such-an’-such” if they were White (58).

Homophones

for four	no know	allowed aloud
-------------	------------	------------------

1. When Jackie Robinson joined the major leagues, he helped win the pennant _____ the Dodgers.
2. When Jackie Robinson joined the major leagues, he remembered when he hit _____ triples for the Monarchs.

Prologue Student Resources



L7 | Relative Pronoun Practice

Use the relative pronoun *who* to write a new sentence about the players in the Negro National League.

Part 1

- The players entertain the crowd.
- The players are flashy.

New Sentence:

Part 2

- The players pretend to do other things during game play.
- The players refuse to go out for long hits during game play.
- The players are funny.

New Sentence:

The players who _____ are funny.



L7 | Pronoun Practice Cards

Cut out the cards. Match description cards to sentence frames to create complete sentences using the relative pronoun *who*.

Card Set A: Descriptions

catch pitches in rocking chairs	play a different brand of baseball than the majors
read newspapers during game play	whip the ball around the field
play like they invented baseball	run hard around the bases

Card Set B: Sentence Frames

The players who _____ are funny.	The players who _____ are funny.
The players who _____ are fast.	The players who _____ are fast.
The players who _____ are daring.	The players who _____ are daring.



L10 | Relative Adverb Practice

Part 1: Annotate the relative adverbs.

Parts 2 and 3: Complete the sentences with the appropriate relative adverb.

Relative Adverb	Use
when	time
where	place

Part 1

1. It was 1920 when Rube Foster organized the Negro National League.
2. Negro League players were honored to compete on the same fields where Jackie Robinson once played.

Part 2

3. The Negro National League played in the North _____ there was still segregation.
4. Some days, the Black players had to eat on the bus _____ restaurants would not serve them inside.

Part 3

5. The Negro National League played in small Black towns _____ the people treated the team's arrival as a special occasion.
6. It was 1930 _____ a Negro National League team was the first to play an organized night game.



L11 | Coordinating Conjunctions Practice

Combine the sentences using the appropriate coordinating conjunction.

Part 1

- Gus Greenlee was a successful owner of the Pittsburgh Crawfords.
- He had to make money illegally.

New Sentence: _____

Part 2

- Gus Greenlee organized one of the greatest teams in the history of baseball.
- His racketeering got him in trouble with the law.

New Sentence: _____

Part 3

- Gus Greenlee was the owner of an unbeatable team.
- His star players left the team when he went on the run.

New Sentence: _____



L12 | Adjective Practice

Use an adjective to complete a sentence about Cool Papa Bell.

Part 1

Cool Papa Bell was an all-star because he was a _____ runner.
speedy/slow

Part 2

Cool Papa Bell was an all-star because he was a _____ player.
fit/weak

Cool Papa Bell was an all-star because he was a _____ player.
healthy/lazy

Part 3

Word Bank

composed	calm	energetic
happy	relaxed	tired
excited		

Cool Papa Bell was an all-star because he was a/an _____ player.



L13 | Taking Notes Practice

Take notes in the tables below about Rube Foster from the video "Rube Foster."

Part 1 (0:15–0:43)

Who was Rube Foster?

a genius

greatest baseball mind in history

great baseball player

Part 2 (0:49–1:16)

What did Rube Foster do?

invented the _____

taught Christy Mathewson how to _____

Part 3 (2:13–2:43)

How did Rube Foster influence baseball?

How did Rube Foster's creation of Negro League baseball change the way fans watched baseball?

ON
AR
CHS
FIRST GAME - 10:30, SAT. 11, 8:30 P.M. at the Rupp Grounds
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium



L16 | Prepositional Phrases Practice

Record details from the text about the East-West Game. Then use a prepositional phrase to describe what happened during the East-West Game.

Prepositional Phrase	Details
During the East-West Game,	big crowds came to Chicago's Comiskey Park.



L18 | Organizing Research Writing: Sentence Strips

Match each detail with the appropriate heading.

Detail	Heading
He was born in Calvert, Texas, in 1879.	Foster's Life
Rube Foster is remembered most as the founder of the first successful Black baseball league.	The Negro National League
Even as a young man, he was very smart and knew a lot about baseball.	Foster's Life
He was a pitcher in the early 1900s.	Foster's Life
<i>We Are the Ship</i> says that Foster wanted to create a whole league that would become part of the major leagues.	The Negro National League



L19 | Adverbs Practice

Choose an adverb from the word bank to complete the sentence frames.

Word Bank	
forcefully	calmly
fearfully	peacefully
angrily	quietly

Part 1

Jackie fought _____ when he felt he was not treated well.

Part 2

Jackie spoke _____ when people yelled at him and called him names.

Part 3

Jackie listened _____ to Branch Rickey's yelling and name-calling.



L23 | Homophone Cards

Match the correct spelling of a homophone to complete a sentence about Jackie Robinson.

Homophones

no

know

allowed

aloud

Sentence Frames

When Jackie Robinson joined the major leagues, he did something _____ other Black player had done.

When Jackie Robinson joins the major leagues, Black players _____ that they may also have a chance of joining the league.

When Jackie Robinson joined the major leagues, he became the first Black player that was _____ to join a team.

When Jackie Robinson joined the major leagues, he listened to people say mean things _____.

NEW
CUB
L101 VS. WEST
ALL-STAR
CINCINNATI
CLOWNS
BLACK YANKEES



L27 | Evidence and Elaboration

Elaborate on the evidence.

Evidence	Elaboration
Jackie Robinson's favorite part of the new house is the trees.	
Jackie Robinson never goes into the water.	
He says he will join the major leagues.	



L30 | Synthesizing Details Practice Cards

Determine how to sort cards with related details into two piles.

Players and fans threatened Jackie Robinson and called him names.

Jackie Robinson created opportunities for other Black baseball players to join the major leagues.

During games, players and fans threw objects at Jackie Robinson.

Jackie Robinson made Major League Baseball game play more exciting.

Players spiked Jackie Robinson and threw pitches at him.

Jackie Robinson helped people accept Black baseball players as professionals.

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Acknowledgments

Karen Aleo, Trevor Barnes, Anthony Bautista Ramil, Lyndsay Boettcher, Kelsey Bordelon-Kojeski, Sarah Brenner, Mairin Broadwell, Beth Brown, Quennie Chen, Anna Christensen, Melissa Chung, Ashley Cook, Ashley Cooper, Julia Dantchev, Camille Daum, Laurie Delgatto-Whitten, Enaka Enyong, Kathleen Foley, Jen Forbus, Pamela Frasier, Nina Goffi, Caroline Goyette, Lorraine Griffith, Tamara Griffith, Nicole Harris, Elizabeth Haydel, Robin Hegner, Sarah Henchey, Patricia Huerster, Sara Hunt, Mica Jochim, Meg Kinlaw, Lior Klirs, Liana Krissoff, Karen Latchana Kenney, Farren Liben, Brittany Lowe, Whitney Lyle, Liz Manolis, Maya Marquez, Stacy Martino, Meredith McAndrew, Meghan McDonald, Cathy McGath, Emily McKean, Patricia Mickelberry, Julie Mickler, Andrea Minich, Lynne Munson, Katie Muson, Gabrielle Nebeker, Amy Ng, Evann Normandin, Lauren Northrop, Vivian Nourse, Tara O'Hare, Carol Paiva, Marya Parr, Trisha Paster, Kelly Pau, Katie Pierson, Eden Plantz, Giovanni Ramos, Natalie Rebentisch, Rachel Richards, Rachel Rooney, Tressa Sanders, Lori Sappington, Amy Schoon, Carolyn Scott, Susan Sheehan, Dan Shindell, Ami Smith, Rachel Stack, Susan Stark, Sarah Turnage-Deklewa, Katie Valle, Tysha Vulcain-Murrell, Keenan Walsh, Michelle Warner, Katie Waters, Dr. Heather Waymouth, Sarah Webb, Ashley Williams, Margaret Wilson, Eleanor Wolf, Rachel Zindler

Ana Alvarez, Lynne Askin-Roush, Stephanie Bandrowsky, Mariel Bard, Rebecca Blaho, David Blair, Charles Blake, Carolyn Buck, Adam Cardais, Cindy Carlone, Dawn Cavalieri, Tatyana Chapin, Christina Cooper, Lisa Crowe, David Cummings, Tim Delaney, Erin DuRant, Bill Eis, Sandy Engelman, Tamara Estrada Del Campo, Soudea Forbes, Diana Ghazzawi, Laurie Gonsoulin, Kristen Hayes, Tim Heppner, Sary Hernandez, Abbi Hoerst, Sonia Khaleel, Lisa King, Sarah Kopec, Drew Krepp, Jennifer Loomis, Christina Martire, Siena Mazero, Alisha McCarthy, Thomas McNeely, Cindy Medici, Brian Methe, Sara Miller, Christine Myaskovsky, Mary-Lise Nazaire, Tamara Otto, Christine Palmtag, Katie Prince, Neha Priya, Jeff Robinson, Gilbert Rodriguez, Karen Rollhauser, Neela Roy, Gina Schenck, Aaron Shields, Madhu Singh, Leigh Sterten, Mary Sudul, Deanna Thomann, Tracy Vigliotti, Bruce Vogel, Charmaine Whitman, Glenda Wisenburn-Burke, Samantha Wofford, Howard Yaffe

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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