3
Introduction

4
Chasing Dreams: Historical Background

8 UNIT I
The Home Team (K-3)
  9 Lesson I
  11 Lesson II
  12 Lesson III
  15 Lesson IV
  16 Lesson V

18
Appendix A – Primary Resources (Images, Documents, and Texts)

25
Appendix B – Worksheets

29
Timeline

30
Glossary

32
Additional Resources for Teachers and Students

35
About the Museum
Introduction

Rich in history, tradition, myth, and drama, baseball is more than a game: It’s a way of life, a unifying force, a carrier of values, a reflection of American national identity. And as the American national pastime, baseball is inexorably bound up with our country’s complex social and cultural history. For many immigrants, baseball has been an agent of acculturation and Americanization. For Jews and other minorities, baseball has served as a crucible of racism and discrimination, but also an instrument of change. And for generations of Americans, baseball has helped to build and nurture communities.

The exhibition *Chasing Dreams: Baseball and Becoming American*, on view at the National Museum of American Jewish History from March 13 to October 26, 2014, explores the intersection of sports, identity, and ethnicity in America over the last century and a half. The exhibit and its accompanying materials offer K-12 educators a unique opportunity to examine a variety of history and social studies topics through the lens of baseball. We hope you’ll be able to visit the exhibition during its run in Philadelphia or its traveling locations. But even if you cannot, the lessons below will enable you to explore some of the key topics and themes of the exhibition in your classrooms.

The lessons are organized into three units, according to grade level. Each unit is designed to support a visit to the exhibit, but can also stand alone as an independent unit of study.

Unit I, “The Home Team,” is aimed at students in kindergarten through 3rd grade and focuses on the themes of family, community, teamwork, and sportsmanship. Special attention is given to literacy and art-based activities as well as development of social skills.

Unit II, “The Four Sides of a Baseball Diamond,” has been created for students in grades 4-7. The lessons relate to such topics as immigration, identity, and cultural diversity, and they encourage close looking at historical objects and documents, group work, and self-reflection.

Unit III, “Breaking Barriers,” is most appropriate for students in grades 8-12. This unit explores themes of discrimination, inequality, Civil Rights, social justice, and social change. The lessons are designed to promote debate, discussion, and social action, as well as build media literacy and historical research skills.

Each unit begins with an introductory lesson and several follow-up lessons. If you are planning to visit the exhibition, the introductory lesson will serve as a useful pre-visit experience; the other lessons can be taught either before or after your visit. If you are not able to visit the exhibition, the introductory lesson is still a good place to begin your study. All of the units include images of objects, photos, or documents from the exhibition as well as discussion questions to help you explore these resources with your students. Relevant Common Core Anchor Standards for ELA and Math, as well as Pennsylvania and New Jersey State standards for Social Studies, Arts, and related content areas are included for each lesson. The guide also includes additional online and print resources, a glossary, and a timeline.

Finally, we encourage you to read through all of the lessons—even those that are not targeted to your students’ grade level—as many of the lessons can be adapted for older or younger students. In general, we hope you will feel free to adapt and modify these lessons as necessary to fit your curriculum and your students’ educational needs.
For Jewish immigrants and their descendants, baseball has served as a pathway for learning and understanding American values. Whether they made their homes in densely crowded Eastern cities, rural Southern towns, or suburban cul-de-sacs, it could be assured that a baseball diamond, regulation or makeshift, could be found nearby. “Baseball was a kind of secular church that reached into every class and region of the nation,” author Phillip Roth wrote in “My Baseball Years.” Growing up, Roth felt baseball connected him to his neighbors and his nation, bringing “millions upon millions of us together in common concerns, loyalties, rituals, enthusiasms, and antagonisms.”

Chasing Dreams uses the American Jewish community’s encounter with baseball as a lens through which to examine the trajectory of Jewish identity, and in particular Jewish racial identity, which has often been marked by a dissonance between how Jews have been perceived in American culture and how they have thought of themselves. As John Thorn, official historian of Major League Baseball has written, “This great game opens up a portal to our past, both real and imagined, comforting us with intimations of immortality and primordial bliss. But it also holds up a mirror, showing us as we are.” Indeed, throughout their history, American Jews have benefited from American freedom even as they operated with uncertainty about just how integrated they could or should be into mainstream culture. Even as they benefitted from the advantages of whiteness, Jews often expressed a sense of wariness or anxiety about their integration. Chasing Dreams analyzes such complexities through stories of Jewish superstars and journeymen players, Little Leagues and stickball pick-up games, fans, executives, and broadcasters.

The exhibition and its associated educational materials are built around three primary themes: Shaping Identity, Overcoming Adversity, and Family and Community.

**Shaping Identity**

*Baseball has long served as an agent of integration for new arrivals to America seeking to understand and express the ideals, culture, and behaviors of their new home, and has increasingly become a means for assimilated or geographically detached members of cultural groups to reconnect with their own cultures.*

The desire to feel at home in a new and unfamiliar place is not a uniquely Jewish story, but one that is particularly resonant for Jews, who have sought ways to maintain their traditions and practices while addressing the pressures they have felt to talk, look, and act American at school, in the workplace, and on the street. Playing baseball, attending games, trading baseball cards, and following the statistics of favorite players and teams have all served as outward affirmations in the idea of America. The Jewish Daily Forward underscored baseball’s centrality to American life in a 1909 article, writing “To us immigrants, this all seems crazy, however...[i]f an entire nation is crazy over something, it’s not too much to ask to try and understand what it means.”

As increasing numbers of immigrants came to the United States during the era of mass migration, among them more than two million Jews, settlement houses, YMCAs and YM/YWHAs, and immigrant literature considered sports and physical fitness effective methods for teaching American values and behaviors. Social reformers could be heard supporting taking up a bat and a ball, be it in city streets, fields, or full-fledged ballparks, lest parents “raise [their] children to be foreigners in their own country.” For example, in 1904 the Chicago public school system made adult-supervised ballplaying a central part of its physical education program, ensuring that every child in its schools would learn the quintessentially American sport. And some YWHAs included baseball among their sports activities for young women, entering teams into local baseball leagues at a time when women were more often encouraged to play softball.

Coming of age during the Great Depression and witnessing the rise of Nazism, children and grandchildren of immigrants looked to ethnic baseball players like Hank Greenberg and Joe DiMaggio, whose skills on the field and conspicuous patriotism publicly attested to the commitment of American minorities to their homeland. Greenberg silenced criticism of Jews’ dedication to their country (?) when he became the first professional ballplayer to enlist after Pearl Harbor. Lesser known is Olympian Herman Goldberg, who attended the 1936 Berlin Olympics with an American demonstration baseball team, staying in a dorm outfitted in with Nazi regalia. During the same period, the All-American Girls Professional Baseball League (AAGPBL) emerged as the first professional baseball league for women. The AAGPBL provided women like Jewish all-star outfielder Thelma “Tiby” Eisen an arena in a sport usually reserved for men, for women and to express their patriotism.
Opportunities made possible by America’s postwar economic boom led millions to relocate to suburban neighborhoods and Sun Belt cities. That Jews eagerly participated indicated their desire to share in a middle class lifestyle alongside their Christian neighbors. Their stories coincide with the integration of baseball and the 1955 advent of Roberto Clemente and Sandy Koufax, who became the new faces of baseball’s ethnic diversity and idols to their communities. While Clemente faced racial prejudice as a dark-skinned, non-English-speaking player, Koufax’s unparalleled athleticism (yielding millions of flashbulb memories of his perfect game) and celebrated decision not to pitch the first game of the 1965 World Series because it fell on Yom Kippur are among the proudest moments in American Jewish sports memory.

Displays of ethnic distinctiveness at the ballpark have become increasingly common since the 1990s. The availability of kosher food at stadiums (or Asian fare offered with chopsticks at Seattle’s Safeco Field), minyanim (prayer gatherings) during afternoon games, and kippot (Jewish head coverings) adorned with team names in Hebrew all suggest a new era of cultural identification. Moreover, 25 American ball players with Jewish roots recently joined Team Israel to play, manage, or coach for the Jewish homeland in the World Baseball Classic. Former major leaguers Shawn Green, Brad Ausmus, and Gabe Kapler, led an all-Jewish team made up primarily of American Jewish minor leaguers. Explaining their pride in playing for the Jewish homeland, which most of the team had never visited, Ausmus stated that “passion for the faith, for country, whatever it may be, it takes over.” Supporting Israel on the ball field served as a powerful demonstration of Jewish identity for the players and their fans, who enjoyed kosher hot dogs and dancing to “Hava Nagilah” as Team Israel scored.

Overcoming Adversity

At the same time that baseball has reflected the best of America, it has also served as an arena for challenges the nation has faced over the last 175 years, including racial integration and equal rights.

“Baseball seems to have the uncanny ability to endure through the great challenges the world brings to us,” former player Doug Glanville wrote in the New York Times, “not just the larger events like wars and struggles for racial equality, but internal wounds suffered by the game: from the Black Sox cheating scandal to the age of steroids.” How do we confront the imperfections of our favorite team and our heroes’ failings? How do we renew our commitments to the game and to our idols? How do we grapple with gambling, cheating, or drug use when one of “our own” is blamed? Throughout every era, baseball has been a mirror for challenges present in American society. Urbanization, racism, class stratification, gender discrimination, and cheating have all been debated within the game of baseball. Some challenges, like racial integration, have been addressed heroically, others less so. As Jews confronted these issues they drew on heritage and tradition as well as a history of political activism and advocacy.

Antisemitism and Cultural Stereotyping

The infamous 1919 World Series scandal (which notably inspired the character Wolfsheim in F. Scott Fitzgerald’s The Great Gatsby), Henry Ford’s characterization of baseball as controlled by Jewish businessmen, and the imposition of “Jewishness” on Harry Frazee when he traded Babe Ruth to the Yankees represent notable instances of antisemitism in baseball. Together with inestimable jeers from spectators and players alike and exclusion from hotels during road games, Jews have had to repeatedly confront prejudice in baseball. Jewish stars like Mike Epstein, Hank Greenberg and Sandy Koufax had to negotiate their identities strategically, carefully choosing when to emphasize their Jewish heritage in an effort to maintain their Jewishness while preserving their standing as all-American sports figures. These men, together with players like Ken Holtzman and Shawn Green have challenged age-old stereotypes of Jewish men as overly intellectual and unathletic.

Racial discrimination

For Jews, involvement in baseball has been associated with communal efforts to achieve equality—as players and as citizens—and the integration of baseball served as a crucial indicator of changing American values toward pluralism. As Rebecca Alpert has written, Jackie Robinson’s debut on April 15, 1947 “provided many Jewish writers and artists, rabbis and baseball fans, with a symbolic representation of their experience of assimilation into American society in the era immediately following World War II.” Having witnessed, from the sidelines, how easily antisemitism could turn to extermination, Jewish organizations placed themselves at the forefront of efforts to ensure civil rights and civil liberties for all American citizens. Moreover, Jews hoped that they too would benefit from the civil rights movement and prove their loyalty to American democracy (the antithesis of communism). In their view, a country that supported equal opportunities for African-Americans would be much less likely to withhold rights from its Jewish citizens.

Robinson’s story also suggests less celebrated aspects of Jewish involvement in baseball. Nowhere is the complex relationship between African-Americans and Jews more profoundly illustrated than in baseball, which included, but was not limited to, the Negro Leagues. Jewish owners of black baseball teams profited from Jim Crow even as they imagined themselves providing opportunities to their players. Chasing Dreams embraces this complexity and its ability to illustrate the intricacies of Jewish racial identity, recognizing that “Jews saw the American capacity for tolerance through their own experiences of assimilation to the white middle class,” but did not necessarily recognize “the enormous difference between America’s brand of anti-Semitism and its pervasive antiblack racism.”11
Players’ rights
For over a century, team owners controlled the fates of each player and received the majority of team profits. No matter how great—they Ruth, Williams, Cobb, Mantle, Greenberg or Koufax—players remained bound to their teams until management decided to sell or trade them and had little leverage when negotiating salaries. It was not until 1966, when Marvin Miller became head of the Players’ Association, that this began to change. Miller has been called “the Moses who had led Baseball’s Children of Israel out of the land of bondage” for his role in redefining how Major League Baseball operates. Born in the Bronx to Jewish parents, Miller’s father worked as a salesman for a Lower East Side clothing company and his mother taught elementary school. Both were union members during the 1930s, a heyday of labor activism Miller trained as an economist and worked for the United Auto Workers and the United Steelworkers Union before he turned the Players Association into one of the strongest unions in America, along the way revolutionizing how players were paid and instituting free agency.

Gender inequality
Efforts to challenge social or professional boundaries were not limited to men. Women who wanted to play baseball had to overcome prejudices of race and religion as well as of gender. Tiby Eisen identified the double-standard that women players faced, stating that “They’re so worried about the men and what they do and they’re fighting all the time but if a woman does something that isn’t quite right well they’re right on their backs immediately.”12 Eisen’s story shows how baseball has expanded to recognize women as essential cultural consumers and their importance to the business of baseball. Standing on the shoulders of the AAGPBL, Justine Siegal (the first woman to pitch in Major League batting practice) has remarked that Chasing Dreams is about “the commonality of what everyone is trying to accomplish.”

Family and Community
As our national pastime, baseball has emulated a set of values and traditions which have nurtured communities and been transmitted across generations through familial relationships.

Despite socio-economic obstacles, outsider status, cultural stereotypes, and religious discrimination, Jews have helped shape the world of baseball in significant ways. Fans have made much of Jewish stars like Andy Cohen, Buddy Myer, and Shawn Green. Their achievements, and the groundbreaking endeavors of record-breakers and change-makers including journalists, owners, managers and players, have instilled pride in Jews around the nation. Even minor leaguers experience the warmth of community support. One Jewish minor league player recently observed that, “[The fans] want to have connections. They feel like we’re all one and we’re part of the same thing, same family, and anytime someone else succeeds we all succeed.”13

In the 19th and early 20th centuries, Jewish immigrants and their families faced the challenge of making America home. Work, family life, politics, and consumer culture dominated their lives and shaped their identities. The challenge of making ends meet in difficult working conditions, combined with the emphasis Jews placed on education and community defense, contributed to how Jews came to understand their place in American society and shaped their attitudes toward athletics, both as recreation and as a career. Nevertheless, Jews recognized in baseball an achievable way of identifying as an American. Historian Andrew Heinze has noted, minorities like Jews recognized that pursuing mainstream consumer culture allowed them to “begin to move toward the goal of fitting into American society.”14 Still, despite its assimilative qualities, baseball could also challenge immigrant identities and parent/child relationships. To many Jewish immigrants athletics represented a foreign cultural phenomenon. The literature and periodicals of the immigrant generation, as well as modern novels like The Chosen, attest to baseball’s ability to inspire both inter-generational bonding and family conflict.15

For the children of immigrants, the decades following World War II brought new economic, demographic, and institutional opportunities and challenges. As the popular success of Will Herberg’s 1953 book Protestant, Catholic, Jew attested, to identify publicly as a Jew no longer threatened America’s white mainstream. Still, for all the openness of postwar society, Jews could still be excluded from the suburbs, and from clubs and resorts frequented by their Gentile neighbors and coworkers—realities that increased communal celebration each time a Jewish player succeeded on the field. Moreover, while baseball’s popularity generally transcends class, socioeconomic status can be marked by which Little League team children play for, the seats a family chooses to purchase, or even which team they root for.
Jewish engagement with baseball has not been limited to the Lower East Side or Brooklyn: it reaches across the United States and its texture shifts depending on geography. Steven Reiss has written that, before 1964 only one-third of Jewish baseball players came from New York although one-half of all Jews in America lived there in 1920. This statistic suggests that place and the availability of public space are crucial to the relationship between Jews and baseball (for instance, New Yorkers fondly recall stickball while Jews from Florida remember Little League). Hank Greenberg’s star rose with the Detroit Tigers in the 1930s, playing for a city that produced both Henry Ford’s Dearborn Independent (with its 1921 articles including “How Jews Degraded Baseball”) and Father Coughlin, whose vitriolic radio addresses reached an estimated audience of 30 million listeners. In the story of Jews and baseball, place matters.

Family has played a crucial role in the transmission of the values, ideas, and behaviors that Jews associated with being American. For Barry Levinson, director of The Natural (based on the novel by Bernard Malamud), family has been essential to “the introduction of the game and how it’s passed on ... It’s the story told seven times over, and it gets more vivid and exciting each time. That’s where it all connects, from generation to generation and from father to son.” While noting that it is our intention to expand the discussion to include mothers and daughters, Mr. Levinson’s comments eloquently describe the significance of role of intergenerational storytelling and the very important role of grandparents to the continuity of values and traditions—in baseball, in families, and in American life—even as they change over time.

3 The Forward, August 27, 1909.  
6 Based on oral history interviews conducted by William Ressler.  
11 Alpert, Out of Left Field, p. 2.  
12 Rebecca Alpert, unpublished oral history of Thelma “Tiby” Eisen, used with Alpert’s permission.  
Grades K-3

Main Idea: The history of baseball—with its traditions, values, and associated memories that are passed down from generation to generation—is a powerful way to tell the stories of various communities in America.

As America’s national game, baseball inspires intergenerational bonding, brings neighbors together, and nurtures communities. Baseball is not just about the star players; the little-known players, fans, and supporting communities are all part of the story of baseball—and of American life and culture.

By connecting players and fans from all walks of life, baseball teaches us an important lesson about diversity within our communities. A major league teams brings together 40 players with different backgrounds and sets of skills. A team cannot win with 40 pitchers. Each player has to bring something unique to the game. In the same way, our communities are stronger because of their diversity. The game of baseball helps us see what can be accomplished through teamwork, sportsmanship, cooperation, and fair play. These are lessons that apply both on the sports field and off.

The following lesson plans, ideally combined with a visit to the exhibition Chasing Dreams, introduce the many meanings of the word “community,” asking questions such as: How are we members of different communities? What role do communities have in our lives? How can we learn about our communities? Through stories, art projects, role-playing, and group explorations, students will gain a deeper understanding of what it means to be part of a class, a team, and a community.

Objectives:

☐ Understand the meanings of the word “community”
☐ Identify communities to which students belong
☐ Describe the different roles people play in their families, schools, and communities
☐ Recognize the similarities between teams and communities
☐ Recognize diversity as a source of strength on a sports team as well as in community
☐ Reflect on the importance of good sportsmanship
Unit I, Lesson 1: Introductory Lesson – My Team
Social Studies (history, community-building), ELA, Art
(Recommended as a pre-visit lesson)

Context:
This lesson introduces some of the key ideas of the unit and serves as an introduction to the exhibition. We recommend you begin with this lesson—either as a pre-visit activity or simply to kick off your unit.

Standards:
Common Core Anchor Standards:
CCSS.ELA-Literacy.W.2, W.4, SL.1, SL.2, L.1
NJ Standards [Content Area/Standard/Strand]: 1.4.A; 6.1.A; 6.1.D

Learning Outcomes:
- Students understand what it means to be part of a team
- Students come to appreciate the importance of diversity within a team
- Students develop close-looking and observational skills

Time: One class session (45-60 minutes)

Materials:
- Primary Resource 1: The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866; and image of modern baseball team in action (See Appendix A)
- Worksheet 1-1: Team-Member Profile (See Appendix B)
- Art supplies
- For Grades K-1: A book about teamwork (see suggestions in “Procedure” below)

Procedure:

1. **Image analysis:** Show students the picture titled The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866 (Primary Resource 1). If possible, project the image for the whole class to see; otherwise, reproduce and distribute copies of it for the students to view.

☐ Encourage students to look closely at the image. Begin with **general observations** before drawing any conclusions about what students think is going on in the picture or what the image means.

Ask:
- What do you see? Describe what some of the people are doing.
- Where and when do you think this scene is taking place? What do you see that makes you say that?
- What is the mood of the picture? What feelings does it give you?
- What do you think is going on here? Try to tell the story of this picture.

☐ Show students the image of a modern baseball team in action (also in Primary Resource 1). Ask students to compare the two images. What’s different? What’s the same?

2. **Discussion:** Segue to a discussion of baseball and the experience of attending a game:

- Have you ever played baseball?
- Have you ever been to a baseball game? What was it like?
- Describe some of the things you saw, heard, did, or smelled.
- Did you like it? Why or why not?

☐ Return to the first image from 1866 and discuss the various roles and activities depicted in the picture:

- What are some of the jobs you see being performed here? [Answers might include: umpire, score-keeper, player, coach, etc.] What different roles do the different players play? [pitcher, catcher, batter, fielder, runner, etc.]
- What about the people who aren’t playing? What are some of the things they’re doing? [for example, watching the game, cheering, socializing, arguing, keeping score, coaching, umpiring]
- What other jobs might there be at a baseball game that you don’t see here? [perhaps selling tickets, selling food or memorabilia, keeping the grounds, etc.]
- What other roles would you add if you could?
Conclude:

- Discuss the fact that on a team, everyone has a role to play, and that the team can only be successful if everyone contributes. This does not only apply to sports teams: In any group or community, you have many people doing different jobs in order to contribute to the whole. (Of course, everyone should be contributing positively. If students haven’t noticed it already, point out the two men fighting in the lower left-hand portion of the picture. Discuss how this type of negative contribution can detract from the experience.)

3. Have students think about what they each contribute to your classroom “team.” Some students might be good at cleaning up; others might be good listeners, active participators, or helpful mentors to other students. Also ask them to think about new roles that they might want to have in the classroom. The focus should not be merely on the individual’s personal attributes, but on what he or she contributes to the “team.”

4. **Create a team roster or class “hall of fame.”** Have each student complete a “team-member profile” (Worksheet 1-1). He or she can draw a self-portrait (or attach a photo), describe him or herself, explain what qualities he or she brings to the team, and then decorate the page. Display the profiles prominently in the classroom to show how your class is made up of individuals who all contribute something unique to the whole. You might also want to work together to come up with a name and motto for your class “team.”

5. Grades 2-3: Conclude with a discussion about the class team. Why is it important to have a “team”? What does our team give us? What other “teams” do we belong to?

6. Grades K-1: Read a book that demonstrates the idea of teams or teamwork. One good option is *The Giant Carrot* by Jan Peck (New York: Dial Books for Young Readers, 1998), in which the characters all contribute the growth of the eponymous carrot plant, all help with the harvest, and all are able to reap the reward. The book is a retelling of an old Russian folktale called “The Turnip.” Several other versions of the tale appear in picture-book form, including *The Enormous Turnip* by Kathy Parkinson and *The Great Big Enormous Turnip*, illustrated by Helen Oxenbury. Conclude with a discussion about the concept of teams: Why is it important to have a “team”? What other “teams” do we belong to?

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**About the Image**

This remarkable lithograph provides the real flavor of the ball grounds at 15th and Columbia Avenue in North Philadelphia. The proprietors of the park charged one-dollar admission, the most ever at that time. The Athletics delighted their fans by winning 31–12. Lipman Pike (seated at lower right) made two runs that day: impressive, but not quite the seven homers he had slugged in an earlier game that season.
Unit I, Lesson 2: My Community
Social Studies (community-building, social skills), ELA

(Recommended for grades 2-3)

Context:
A team-based model of group dynamics applies to communities as well as classes and sports teams. Picking up from the previous lesson, students explore the diverse role and responsibilities of the individuals who make up their school or neighborhood community.

Standards:
Common Core Anchor Standards: CCSS.ELA-Literacy.W.2, W.4, W.7, SL.1, SL.4, SL.5, L.3
NJ Standards [Content Area/Standard/Strand]: 6.1.B; 6.1.D

Time: One class session (45-60 minutes) + homework

Materials:
o Primary Resource 2: Little League Championship bat from Levittown (See Appendix A)
o Primary Resource 1: Modern baseball team in action (See Appendix A)
o Poster board and basic art supplies

Learning Outcomes:
o Students make a connection between teams and communities
o Students understand the role of various members of a community
o Students broaden their social experience beyond the classroom

Procedure:

1. Show students a photograph of the Little League Championship bat from Levittown (Primary Resource 2). Levittown, Pennsylvania won the Little League World Series in 1960, and the whole team inscribed their names on this bat. Ask students what they see. Then discuss:
   - Why do you think the whole team signed the bat?
   - What does this say about their idea of a team?
   - How do we support our teammates?
   Remind students of the conversation you had at the beginning of the unit about teams and teamwork. Introduce the term “community” and discuss its meaning. Just like a team, a community is made up of different people, each of whom contributes something to the group’s success. A community needs to have all the members working together, each contributing in his or her own way and supporting each other.

2. Ask students to think about the different communities they belong to (family, school, neighborhood, sport team, American, etc.). Make a list.

3. Invite students to think about all the people who contribute to the functioning of your school or neighborhood community. Make a list based on students’ suggestions. Responses might include the principal, the janitor, the sports coach, the secretary, the crossing guard, the bus driver, the local shop owner, etc.

4. **Interview assignment:** Once the list is complete (or complete enough), assign one pair of students to each person on the list. The pair will interview the person to find out more about what he or she does and the role he or she plays in the community. Help students develop a list of interview questions to ask their subject.

5. After they conduct their interviews, students will create presentations about their subjects. In addition to creating a poster with pictures and text, each pair will give an oral presentation to the rest of the class about the community member they interviewed.

6. A display of these community team-members can go up on the wall alongside the profiles of classroom team-members.

7. Return to the comparison between a baseball team and a family, school, or neighborhood community. Show students the image of a modern baseball team in action again (Primary Resource 1). Have students re-examine the image, discussing how each player brings a unique skill or talent to the game—just as each community member brings something special to his or her community.
Unit I, Lesson 3:  Be a Good Sport
Social Studies (History, social skills), Drama

Context:
Baseball is not only about speed, strength, and skill; it’s about playing fair, treating others with respect, and being part of a team. Baseball—and sports in general—has a lot to teach us about our behavior both on and off the field.

Standards:
Common Core Anchor Standards: CCSS.ELA-Literacy.R.1, R.2, R.3, SL.1, SL.2

Time:  One class session (45-60 minutes)

Materials:
- Primary Resource 3: Images of Jackie Robinson and Hank Greenberg (See Appendix A)
- Worksheet 1-2: Sportsmanship Scenarios (See Appendix B)
- Books about Robinson, Greenberg and/or sportsmanship more broadly (see suggestions in “Procedure” below)

Learning Outcomes:
- Students reflect on the importance of good sportsmanship
- Students “try out” various behaviors reflecting good and bad sportsmanship
- Students make a connection between their own behavior and the actions of historical figures.

Procedure:

1.  Ask students if they know of any famous athletes and discuss:
   - What do you know about these athletes?  Why are they famous?  Is it just because they are good at sports?

2.  “Introduce” Jackie Robinson and Hank Greenberg to the students.  (If your students visited the exhibition Chasing Dreams, they will have heard of Jackie Robinson and Hank Greenberg.)  Explain that these men were great athletes, but that they were also famous for the ways they behaved on and off the field.  Show students Robinson’s and/or Greenberg’s pictures (Primary Resource 3).

3.  Read one or more of the following books to your students and discuss the questions below:
   - When Jackie and Hank Met by Cathy Goldberg Fishman, illustrated by Mark Elliott (New York: Marshall Cavendish Children, 2012.)
     - What did Jackie and Hank have in common?  What challenges did they each face?
     - What words would you use to describe the way both Hank and Jackie treated other people—on and off the field?
     - What happened when Jackie and Hank met?  How did they act toward each other?
     - In talking about Hank, Jackie says, “Class tells.  It sticks out all over Mr. Greenberg.”  What do you think he meant?
     - The last sentence of the book says: “Jackie Robinson and Hank Greenberg were not only baseball heroes—but heroes for the rights of people everywhere.”  What do these words mean to you?

     [Please Note: This book contains a brief mention of antisemitism, including some of the ethnic slurs hurled at Greenberg early in his career.  If you do not feel this is appropriate for your students, you may choose to skip this section or not use the book at all.  Please preview the material before reading to your students.]
What challenges did Hank face? How did he overcome them?

How did Hank feel when he failed to break Babe Ruth’s home-run record?

What happened when Hank met Jackie Robinson? How does their meeting show good sportsmanship?

Why was Hank so supportive of Jackie?


Why did Mia want to continue playing soccer in the middle of the story?

Why did she decide to keep playing in the end?

Have you ever felt like Mia did? How did you handle the situation? What did you do?

Segue to the idea of “sportsmanship”:

What does it mean to “be a good sport?” Is it the same as being “good at sports”? What’s the difference?

What are some examples of good sportsmanship? What are some examples of bad sportsmanship? You might list these examples on the board.

Why is it important to show good sportsmanship?

Have you ever been the victim of bad sportsmanship? What happened? How did it make you feel?

4. **Acting out baseball scenarios:** Divide the students into pairs. Give each pair a scenario to act out. (See Worksheet 1-2 for scenarios—or create your own.) You may want to give each scenario to two different pairs, having one pair act out an example of bad sportsmanship and the other pair act out good sportsmanship. Give the pairs a few minutes to prepare their scenes.

5. Invite the pairs to present their scenes to the rest of the class, and have the class vote on whether they think each scene is depicting an example of good or bad sportsmanship.

6. Relate the concept of sportsmanship on the field to our behavior off the field. Discuss:

- Can you be a good (or bad) sport even when you’re not playing sports?
- Can you think of any situations in the classroom or on the playground when someone might show bad or good sportsmanship?
- How is teamwork connected to the idea of sportsmanship? Can you show good sportsmanship if you’re not showing good teamwork?

7. Create a list of good-sport behaviors that students should follow all the time—both on and off the court. Post the list prominently in the classroom.

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**Hank Greenberg and Jackie Robinson:**

**Henry Benjamin “Hank” Greenberg** (1911-1986) was one of Major League Baseball’s first Jewish superstars. Greenberg played first base for the Detroit Tigers, where he became known for his power hitting. A five-time All-Star and two-time MVP, Greenberg was admired for his conduct both on and off the field. Greenberg faced antisemitism early in his career, but remained positive and hardworking, becoming a hero for Jews and non-Jews alike. After the bombing of Pearl Harbor, Greenberg became the first Major League player to volunteer for military service.

**Jack Roosevelt “Jackie” Robinson** (1919-1972) was born in Cairo, Georgia. A highly gifted athlete, Robinson lettered in four sports at UCLA, even winning the NCAA championship in long jump. After playing professional football and serving in the army, Robinson pursued a baseball career with the Negro League Kansas City Monarchs. In the mid-1940s, Branch Rickey, the General Manager of the Brooklyn Dodgers, approached Robinson about playing for the Dodgers. Rickey believed Robinson had not only the talent to succeed in the Major Leagues but also the integrity and inner strength to survive the challenges of being the first African American player to break the color barrier. Robinson went on to become a superstar for the Dodgers and a Civil Rights activist throughout his life.
Sample Sportsmanship Scenarios (See Worksheet 1-2)

1. You’re super-excited because your team just won a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?

2. You’re depressed because your team just lost a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?

3. It’s a close game and there’s not much time left. A member of the other team goes up for a shot, but you block the shot and recover the ball. You pass to a teammate who drives and scores at the other end. But wait—the ref calls a foul on you! You know you didn’t touch the other player – it was a clean block. What do you do? How do you react?

4. You’re open in the end-zone and your friend throws you the perfect spiral pass. You dive to make the catch, but the ball hits the ground a split second before you grab it. It’s an incomplete pass. But nobody else saw it hit the ground. They’re all congratulating you on an amazing catch. What do you say?

5. You’re the best player on the team. Everybody knows that. But the coach has decided to put Sam in the game instead of you, because Sam hasn’t gotten much playing time this season. Sam drops a fly ball and grounds out at first. You know you could do a lot better. What do you say to the coach?

6. You come up to the plate and the other team’s catcher starts making wise cracks about you. The umpire doesn’t hear it, but some of the other players on the opposing team start snickering and laughing along. What do you do?
**Unit I, Lesson 4: The Home Team**  
*Social Studies (Geography, Community), Art, Math*

**Context:**
Local sports teams can be powerful focal points for a community, offering a rallying point for civic pride, spirit, and morale. Tracking a local team over the course of a season also provides ample opportunity for relevant math and social studies explorations.

**Standards:**
- Common Core Anchor Standards: CCSS.ELA-Literacy.W.7, W.8, W.10, SL.1, SL.2, SL.5  
- Common Core Mathematical Practice Standards: CCSS.Math.Practice.MP.1, MP.4, MP.5  
- PA Standards [Subject Area/Standard/Area/Standard]: 2.1; 2.2; 2.5; 2.6; 7.1.A  
- NJ Standards [Content Area/Standard/Area/Standard]: 1.1.D; 6.1.B

**Time:** Ongoing

**Materials:**
- Primary Resource 4: Baseball Uniforms  
- (See Appendix A)  
- General classroom materials and art supplies

**Learning Outcomes:**
- Students translate their interest in sports to a variety of cross-disciplinary activities  
- Students rally around a local team  
- Students consider the positive roles athletes and sports teams can play within a community

**Procedure:**

1. Ask students if they are familiar with some of the local professional sports teams. List the team names and their sports on the board.

2. Explain that you will be choosing one local team for an in-depth team study. You might choose a team by popular vote, asking students to make a case for why their team should be chosen. You may ask:
   - What do you like about these particular teams? Is it just about the win-loss record? the uniforms? the personalities of the players?
   - What does the team contribute to the community? Make sure to choose a team that plays a sport that is currently in season.

3. Once a team is chosen, your team study will be ongoing throughout the season and will include many different elements. Here are some of the elements you might include:
   - Keep track of the team’s record, and chart their wins and losses after each game. [Math]
   - Over the course of the following weeks, follow the activities of the team in the local papers and bring in any stories about the team’s (or individual players’) contributions to the broader community.  
     Discuss with the students:
     - How are the players helping to make the local community a better place?
     - How are they “giving back” to the fans?
     - What are the responsibilities of a sports team to its city or fans?
     If there are negative stories in the news, you might opt to bring those in as well for discussion. [Social Studies]
   - Map the team’s travels. Place pins on a large map of the country to mark each stop on the team’s road itinerary. Log the total number of miles traveled as well. You may even choose to learn a little bit about each city the team visits. [Geography, Math]
   - Invite students to redesign the team’s uniforms. What colors do they like? What designs or symbols would best represent the team? Students should consider what is practical for playing as well as what looks good. Show students some uniforms from various periods for inspiration (Primary Resource 4), and discuss what they like or don’t like about the different uniforms. You can learn all about the history of baseball uniforms at [http://exhibits.baseballhalloffame.org/dressed_to_the_nines/introduction.htm][1]. [Art]
   - Consider writing to the team, telling them about your study and inviting one of the players to come and talk to your class. You might be surprised by their willingness to be a part of the project. [Social Studies]
## Unit I, Lesson 5: Take Me Out to the Ball Game

*Social Studies, ELA, Art*

### Context:
The exciting sights and sounds of the ball park offer a great opportunity for student expression through art, writing, or dramatic play.

### Standards:
- **Common Core Anchor Standards:** CCSS.ELA-Literacy.R.1, R.2, R.5, SL.1, SL.2, SL.4, L.3
- **PA Standards** [Subject Area/Standard Area/Standard]: 16.2.A; 16.3.B
- **NJ Standards** [Content Area/Standard/Strand]: 1.3.D; 2.1.D

### Learning Outcomes:
- Students participate in a community-based event
- Students observe their surroundings and assimilate new experiences
- Students express themselves through writing, art, and dramatic play

### Time: One full day

### Materials:
- Primary Resource 1: *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn, 1866* (See Appendix A)
- Primary Resource 5: Sheet Music for *Take Me Out to the Ball Game* (See Appendix A)
- Worksheet 1-3: Ball Park Checklist (See Appendix B)
- Basic classroom art supplies

### Procedure:

1. Arrange to bring your students on a field trip to a baseball game. It doesn't have to be a big-league game; in fact a minor league game would probably be cheaper, easier, and less overwhelming for your students (and chaperones).


   **Discuss:**
   - What are some of the things you see happening in the illustrations? What do you think these scenes might sound or smell like?
   - Which of these things do you think you might see/hear/smell when you go to a game?
   - Which wouldn’t you see/hear/smell? Why?

3. Explain that the book illustrates the lyrics to a classic song of the same name. Show students an image of the sheet music for the song (Primary Resource 5). The lyrics were written by songwriter Jack Norworth in 1908. Students may be surprised to learn that the song is actually about a girl who loved baseball. Read the full lyrics to the students and explain any difficult terms. At the time, it was surprising for a girl to love baseball.

   **Discuss:**
   - Have things changed? Is it OK for a girl to love sports and root for her team today?
   - Play the song for students and teach the chorus to them (you may want to sing it again later when you’re at the game).
4. Revisit the picture *The second great match game for the championship, between the Athletic Base Ball Club of Philadelphia and the Atlantics of Brooklyn*, 1866, which students viewed at the beginning of the unit (Primary Resource 1).

Discuss:
- Do you think your experience at a baseball game will be like what is shown in the picture? Why or why not?
- What will be similar? What will be different?

5. Review the ballpark checklist with the students (Worksheet 1-3).

6. Prepare for the trip: Before you go, discuss what the students expect to see and hear at the game. Also, make sure students understand how to behave on the trip before you go. Even a minor league stadium can be a busy, overwhelming setting, and students will be in a public place with lots of strangers.

7. At the Stadium: Have students fill out the ballpark checklist.

8. Once back in the classroom, discuss the experience:
- What did you like most about the trip?
- What didn’t you like? Why?
- What were other favorite things you saw? heard? smelled?
- How did it feel to be at the game?
- What would you add to the game experience if you could?

9. Options: Use one or more of the following activities to help your students reflect on the experience:
- Make a mural – On a large piece of butcher paper, have students draw and color scenes from their trip; or print out photos taken at the game (by the teacher and/or students) and have students use them to create a collage of their experience.
- Group poem – Ask students to share specific words that describe their visit to the ballpark and put them together to create a poem evoking the experience.
- Report on the game – Have each student write a newspaper report on the game and publish a class “sports section.”
- Charades – Have students silently act out things they saw at the game and see if others can guess what they’re acting out.

Take Me Out to the Ball Game (Full Lyrics)

Katie Casey saw all the games,  
Knew the players by their first names;  
Told the umpire he was wrong,  
All along good and strong.

When the score was just two to two,  
Katie Casey knew what to do,  
Just to cheer up the boys she knew,  
She made the gang sing this song:

“Take me out to the ball game,  
Take me out with the crowd.  
Buy me some peanuts and cracker jack,  
I don’t care if I never get back,  
Let me root, root, root for the home team,  
If they don’t win it’s a shame.  
For it’s one, two, three strikes, you’re out,  
At the old ball game.”
Primary Resource 1:

The Second Great Match Game for the Championship, featuring the Philadelphia Athletics against the Brooklyn Atlantics, 1866
by J. L. Magee
Courtesy of the National Baseball Hall of Fame and Museum, Cooperstown, NY (reproduction)

A modern baseball team in action
The baseball diamond of the San Diego Padres’ PETCO Park, seen from the stands
Primary Resource 2:

Little League championship bat from Levittown, PA, 1960
Loan courtesy of the Mercer Museum, Doylestown, Pennsylvania
Primary Resource 3:

Hank Greenberg, 1938  Jackie Robinson pin
Loan courtesy of Dr. Seymour Stoll  Loan courtesy of Stephen Wong

Jackie Robinson pin  Jackie Robinson pin
Loan courtesy of Stephen Wong  Loan courtesy of Stephen Wong
Primary Resource 4: Baseball Uniforms

Sandy Koufax's Los Angeles Dodgers road jersey, 1966
Loan courtesy of Stephen Wong

Ichiro Suzuki's Seattle Mariners road jersey, 2001 (Rookie of the Year and MVP)
Loan courtesy of Stephen Wong

Justine Siegal's Cleveland Indians jersey, 2011
Courtesy of the Siegal Family

Hank Greenberg's Detroit Tigers road jersey, 1945
American Jewish Historical Society
Primary Resource 5:

Sheet music for “Take Me Out to the Ball Game” by Jack Norworth and Albert Von Tilzer, 1908
Courtesy of Andy Strasberg
Take Me Out to the Ball Game (Full Lyrics)

Katie Casey was base ball mad.
Had the fever and had it bad;
Just to root for the home town crew,
Ev’ry sou Katie blew.
On a Saturday, her young beau
Called to see if she’d like to go,
To see a show but Miss Kate said,
“No, I’ll tell you what you can do.”

“Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jack,
I don’t care if I never get back,
Let me root, root, root for the home team,
If they don’t win it’s a shame.
For it’s one, two, three strikes, you’re out,
At the old ball game.”

Katie Casey saw all the games,
Knew the players by their first names;
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If they don’t win it’s a shame.
For it’s one, two, three strikes, you’re out,
At the old ball game.”
Team-Member Profile

Name:

Age:

About Me:

Team Qualities:
You’re super-excited because your team just won a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?

You’re depressed because your team just lost a hard-fought game against your biggest rival. As you leave the field at the end of the game, you meet one of the players from the other team. What do you say? How do you act?

It’s a close game and there’s not much time left. A member of the other team goes up for a shot, but you block the shot and recover the ball. You pass to a teammate who drives and scores at the other end. But wait—the ref calls a foul on you! You know you didn’t touch the other player – it was a clean block. What do you do? How do you react?

You’re open in the end-zone and your friend throws you the perfect spiral pass. You dive to make the catch, but the ball hits the ground a split second before you grab it. It’s an incomplete pass. But nobody else saw it hit the ground. They’re all congratulating you on an amazing catch. What do you say?

You’re the best player on the team. Everybody knows that. But the coach has decided to put Sam in the game instead of you, because Sam hasn’t gotten much playing time this season. Sam drops a fly ball and grounds out at first. You know you could do a lot better. What do you say to the coach?

You come up to the plate and the other team’s catcher starts making wise cracks about you. The umpire doesn’t hear it, but some of the other players on the opposing team start snickering and laughing along. What do you do?
Ballpark Checklist

Look for these things at the stadium. Mark them when you find them.

☐ A cheering fan
☐ A pitcher
☐ A coach
☐ Someone selling hot dogs
☐ An umpire
☐ Someone selling tickets
☐ A security guard
☐ A mascot
☐ Green grass
☐ White lines
☐ A scoreboard
☐ Someone hitting the ball
☐ Someone catching the ball
☐ A homerun

Draw or describe your favorite thing at the game:

Why do you like it?
1800–1919

1. 1845: In the first recorded game, the Knickerbocker Base Ball Club plays...the Knickerbocker Base Ball Club. It’s an intramural affair at Hoboken’s Elysian Fields.

2. 1846: David Hart umpires a game for the Knickerbocker Base Ball Club.

3. 1866: Lipman Pike, of Dutch-Jewish heritage, hits 6 HRs home runs (5 in succession) for the Philadelphia Athletics, winning 67–25 against the Alert Club of Philadelphia (which apparently wasn’t quite so alert after all).

4. 1871: The 9-team National Association of Professional Base Ball Players, America’s first professional league, plays its first game on May 4.

5. 1879: William Edward White becomes the first African American to play in the Majors... for just one game with the Providence Greys.

6. 1882: Louis Kramer, Aaron Stern, and others organize a second major league: the American Association. Kramer and Stern, with the Cincinnati Reds, are the first Jews with ownership stakes in a major league club.

7. 1900: Barney Dreyfuss buys the Pittsburgh Pirates, which he owns until his death 32 years later. In 1903, Dreyfuss invents the World Series, where the Boston Pilgrims sink his Pirates.

8. 1909: Former St. Louis Cardinals manager Louis Heilbroner creates baseball’s first statistical bureau. Four years later, brothers Al and Walter Elias found the Elias Sports Bureau—still official statistician of Major League Baseball (MLB).

9. 1919: Eight Chicago White Sox players conspire with gamblers to throw the World Series. Reeling from the scandal, MLB places its bet on Judge Kenesaw Mountain Landis, hiring him for the brand new office of Commissioner.

1920–1957


2. 1926–27: Abe Povich (brother of Shirley, uncle of Maury) plays for the Hebrew All-Stars, who face off against the Knights of the Ku Klux Klan and split two contests.


4. 1934: A Florida hotel bars Jewish players Harry Danning and Phil Weintraub, in town for spring training with the Giants. The management relents only after Giants manager Bill Terry threatens to move the entire team to another hotel.

5. 1935: Babe Ruth retires. The American League names Hank Greenberg its Most Valuable Player; he is the first Jewish player awarded this title.

6. 1938: Abram J. Shorin and his three brothers found the Topps Chewing Gum Company—and in 1951 hit a homer with a line of baseball cards. Topps still produces its famed collectibles.

7. 1942: Play ball! FDR gives a green light to let professional baseball continue during WWII.

8. 1947: Jackie Robinson plays for Brooklyn on April 15. When the Cleveland Indians sign Larry Doby the following January—followed later by Satchel Paige and Minnie Miñoso—both leagues are racially integrated.

9. 1953: Al Rosen is unanimously voted the American League’s Most Valuable Player—the first player since Hank Greenberg (1935) to receive all first-place votes.
1958–1994

1. 1959: Dodgers relief pitcher Larry Sherry wins two World Series games for the Los Angeles Dodgers and saves the other two Dodger victories, an unparalleled feat.

2. 1962: Jackie Robinson is the first African American player inducted into the Baseball Hall of Fame.

3. 1966: Marvin Miller becomes executive director of the Major League Baseball Players Association. He improves the bargaining rights of MLB players, securing their economic standing for decades and creating one of America’s strongest labor unions.

4. 1967: Minnesota’s Carleton College introduces Rotblatt, an annual one-day, nine-hour, 100+ inning softball match reputedly named by a student with a vintage trading card of White Sox pitcher Marv Rotblatt. Carlton still hosts the merry marathon event.

5. 1971: On June 3, Ken Holtzman becomes the first Cub since Larry Corcoran to pitch two no-hitters (Corcoran had three, from 1880 to 1884).

6. 1973: Ron Blomberg of the New York Yankees becomes MLB’s first regular-season designated hitter when he faces right-hander Luis Tiant at Fenway Park on April 6.

7. 1979: Daniel Okrent and friends, while dining at La Rotisserie restaurant in New York City, invent Rotisserie baseball, forerunner of the fantasy sports leagues.

8. 1988: In a nod to noshers, the Baltimore Orioles offer kosher food the year before Camden Yards opens.

9. 1994: The longest strike in baseball history begins on August 12, cancelling the World Series for the first time in 89 years. Players return to work the following spring.

1995–present

1. 1995: Los Angeles Dodgers pitcher Hideo Nomo is named National League Rookie of the Year, the first Japanese player to win a Major League Baseball award.

2. 1997: On the 50th anniversary of Jackie Robinson’s first Dodgers game, all Major League play stops for fans nationwide to watch a special presentation at Shea Stadium in which Acting Commissioner Bud Selig retires Robinson’s #42 in perpetuity, except for players currently wearing that number.

3. 2000: Ichiro Suzuki is the first Japanese-born position player to sign with a Major League team, the Seattle Mariners. Concession stands at Seattle’s SAFECO Field introduce “Ichiroll” sushi in his honor.

4. 2002: Theo Epstein signs with the Boston Red Sox at age 28, the youngest general manager in Major League history.

5. 2002: On May 23, Los Angeles Dodger Shawn Green hits four home runs in one game against the Milwaukee Brewers, joining only 15 others (in both leagues) who had achieved that feat. Green also sets a new MLB mark, going 6 for 6, with 19 total bases.

6. 2007: Ryan Braun of the Milwaukee Brewers is the first Jewish player named Rookie of the Year.

7. 2010: The Chico Outlaws of the Golden Baseball League draft female pitcher Eri Yoshida, formerly of Japan’s Kansai Independent Baseball League—the first woman to play professionally alongside men in America since Ila Borders, and the first to play professional baseball in two countries.

8. 2011: Justine Siegal is the first woman to pitch batting practice for a Major League team, the Cleveland Indians. She later repeats that role for the A’s, Rays, Cardinals, Mets, and Astros.

9. 2013: Ryan Braun receives a 65-game suspension for violating MLB’s antidrug policy.
**GLOSSARY**

**Acculturation** – The adoption by an individual or group of the behaviors and practices of the surrounding culture.

**Assimilation** – The process by which an individual or group becomes absorbed into the dominant cultural group.

**Civil Rights** – The fundamental freedoms and privileges afforded to all citizens, such as the right to vote, freedom of expression, and freedom from discrimination. The Civil Rights Movement refers to the efforts made by African Americans and others in the 1950s and 60s to eliminate segregation and establish equal rights for all, regardless of race.

**Community** – A group that shares common characteristics, attitudes, interests, or goals, and often feels a sense of fellowship with each other.

**Discrimination** – The unfair treat of an individual or group based on prejudice.

**Diversity** – The presence of different types of people within a group. Diversity could reflect variety in terms of culture, race, gender, class, or other characteristic.

**Ethical Behavior** – Actions that follow standards of good or morally right conduct, as defined within a particular society.

**Identity** – Characteristics, qualities, beliefs, and group affiliations that define a person and make him or her unique.

**Immigrant** – An individual who comes to live in a new country.

**Integration** – Attempts to challenge policies that separate or segregate people of different races or ethnic backgrounds. In baseball, integration began in 1947 when Jackie Robinson became the first African American in 80 years to play in the Major Leagues.

**Racism** – A belief that people of certain racial backgrounds are inherently inferior to others. Racism can also refer to hatred or intolerance based on this belief.

**Role Model** – A person who, based on his or her behavior or accomplishments, is looked to as an example for others to follow.

**Social Justice** – A belief that all individuals should have equal rights and opportunities regardless of race, religion, class, or other divisions. When people work for social justice, they strive for a society that provides for the social, political, and personal needs of all its citizens.

**Sportsmanship** – The way one acts or reacts while engaged in competition. When one exhibits “good sportsmanship” he or she exhibits positive attitudes and behaviors, such as self-control, fairness, respect for others, and graciousness in winning and losing.

**Teamwork** – The act of working together cooperatively to achieve a common goal.

**Values** – The moral ideals, principles, or standards of a person or group. Values reflect beliefs about right and wrong and what is important in life. One’s values influence his or her attitudes and actions.
**Books for Teachers**


Books for Kids


**Websites:**

Baseball Almanac

National Baseball Hall of Fame and Museum

[http://mlb.mlb.com/mlb/history/index.jsp](http://mlb.mlb.com/mlb/history/index.jsp)  
Major League Baseball – History

[http://www.loc.gov/topics/baseball/](http://www.loc.gov/topics/baseball/)  
Library of Congress – Historic Baseball Resources

PBS – Baseball: A Film by Ken Burns

Negro Leagues Baseball Museum

[http://sabr.org](http://sabr.org)  
Society for American Baseball Research

Israel Baseball Association

Official Site of the All-American Girls Professional Baseball League

Baseball for All

**Films**


About the Museum

The National Museum of American Jewish History, located on historic Independence Mall in Philadelphia, brings to life the 360-year history of Jews in America. Tracing the stories of how Jewish immigrants became Jewish Americans, the Museum invites visitors of all backgrounds to share their own stories and reflect on how their histories and identities shape and are shaped by the American experience. An open door for all, NMAJH honors the past and contributes to a better future by sharing the power of imagination and ideas, culture and community, leadership and service, in ways that turn inspiration into action.

Our object-based lessons provide students with opportunities to develop skills in comprehension and critical thinking through close engagement with primary documents, historic artifacts, maps, and interactive visual and audio displays. Students learn to observe, listen, and participate effectively in group discussions. These lessons can serve as compelling topics for project-based curricula and individual research projects.

For more information, please call 215.923.3811 or visit the website at http://www.nmajh.org