

Honoring Jackie Robinson Breaking the Color Barrier in Baseball

Connects to
National Standards

- Language Arts
- Social Studies
- Math

Essay Contest
with Exciting Prizes!

Unfolds to Classroom Poster

Generously sponsored by
Major League Baseball



BREAKINGBARRIERS.MLB.com

WELCOME, TEACHERS!



2007 Grand Prize winners (left to right) Taisha Whitehead, Drew Johnson, and Jack Prey met Sharon Robinson at Jackie Robinson Day festivities in Los Angeles, CA.

April 15 of every year marks the anniversary of Jackie Robinson breaking the color barrier in baseball in 1947. Ballparks across the country pause to celebrate this historic event. The educational program you've just received, **Breaking Barriers: In Sports, In Life**, brings the significance of this event and Jackie Robinson's legacy of change to classrooms. Created by Major League Baseball, this program has been in schools nationwide since 1997.

Breaking Barriers teaches students the characteristics and values that Jackie Robinson exhibited in his life. The program instructs students on how to use these values to face and overcome the barriers in their own lives.

At the heart of the program is the **Breaking Barriers Essay Contest**. This contest gives your students the opportunity to share stories about barriers they have faced in their lives. Celebrate the anniversary of Jackie Robinson breaking the color barrier in baseball by sharing these lessons with your students. To download additional copies of the program, please visit BREAKINGBARRIERS.MLB.com. Thank you for being part of the **Breaking Barriers** program.

Sincerely,

Sharon Robinson
Consultant, Community Affairs Et Educational Programming, Major League Baseball
sharonrobinsonink.com

LESSON 1 What Are Barriers?

Student Reproducible 1:
"About My Father"

Time Required: One 40-minute class period

Lesson Objective: Through reading and class discussion, students will understand who Jackie Robinson was and what the concept of a *barrier* means.

LESSON STEPS:

1. Distribute copies of Reproducible 1, "About My Father," and have volunteers read the story of Jackie Robinson's life aloud.
2. Ask students what they think the word *barrier* means. Guide them to define *barrier* as: a problem or obstacle that stops you from moving forward.
3. Tell students that barriers can be *physical* or *conceptual*. Explain that a physical barrier is something you see, such as a fence. A conceptual barrier is something that you can't see, such as being afraid of something.
4. As a class, ask students to suggest different barriers that people face. Ask students to explain why each barrier prevents people from moving forward or accomplishing something. Create a list of suggested barriers on the board.
5. After barriers have been written on the board, ask students to choose three of the barriers from the list. Instruct them to write a short paragraph for each barrier explaining how they themselves would face and overcome it.
6. Ask students to read their paragraphs aloud. Encourage students to ask one another questions about the barriers they have chosen.

EXTENSION: Explain to students that baseball was not the only place where African-Americans faced barriers. Have students research the Civil Rights movement of the 1950s–60s to find a person who faced a barrier during that time. Once students have completed their research, have them create a collage about that person and the barrier she or he faced. Suggest that they use photographs, drawings, and words in their collage.

Connections to National Standards

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Language Arts (National Council of Teachers of English)				
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts	•	•	•	
Students adjust their use of spoken, written, and visual language to communicate effectively		•	•	
Students employ a wide range of strategies as they write and use different writing process elements			•	
Social Studies (Mid-Continent Research for Education and Learning)				
Students understand that specific individuals and the values those individuals held had an impact on history	•	•		
Students understand that specific individuals had a great impact on history	•	•		
Math (National Council of Teachers of Mathematics)				
Students work flexibly with fractions, decimals, and percents to solve problems				•
Students represent and analyze patterns and functions, using words, tables, and graphs				•

Sources: NCTE, www.ncte.org/about/over/standards/110846.htm; McREL, www.mcrel.org/standards-benchmarks/index.asp; NCTM, <http://standards.nctm.org/document/appendix/numb.htm>.

Lesson Overviews

LESSON 2 Values and Barriers

Student Reproducible 2:
"Values and Barriers"

Time Required: One 40-minute
class period

Lesson Objective: Through reading
and class discussion, students will
understand what *values* are and how
they are important in facing barriers.

LESSON STEPS:

1. Ask students what they think the
word *values* means. Guide them to
define *values* as: beliefs that are
important to you and that help to
guide your life.
2. Distribute copies of Reproducible 2,
"Values and Barriers."
3. Ask for volunteers to read Jackie
Robinson's nine values aloud to the
class. Review the definitions of each
value to make sure that students
understand them.
4. Explain to students that these nine
values can be useful in facing
barriers. To help them understand
how values are useful, direct students
to read the quotes from baseball
players.
5. Divide students into groups (ideally
nine). Assign each group one or more
of Jackie Robinson's nine values.
6. Instruct each group to create a class
presentation about the importance of
the value they've been assigned and
how it can be used to face a barrier.
Encourage them to be creative, e.g.,
performing a skit, drawing a comic
strip, writing a song, etc.
7. Have each group make their
presentation to the class.

EXTENSION: Instruct students to
conduct interviews with family members
or friends to find out what barriers they
have faced. Have students ask which of
Jackie Robinson's values might have been
used to face the barrier. Have
students write a short
paragraph that
explains how values
helped or could
help face the
barrier.

**ESSAY
CONTEST!**

See back cover
for reproducible
entry form.

LESSON 3 Essay Organizer

Student Reproducible 3:
"Essay Organizer"

Time Required: One 40-minute
class period

Lesson Objective: Students will
understand important steps in the
essay-writing process as they write an
essay that can be entered in the
Breaking Barriers Essay Contest.

LESSON STEPS:

1. Distribute copies of Reproducible 3,
"Essay Organizer."
2. As a class, review the steps in the
Essay Organizer. Walk through each
step of the essay-writing process and
answer any questions that students
may have.
3. Create a sample essay on the board
using the Essay Organizer. Have
students suggest a topic for the
essay, create a list of main ideas,
develop an outline based on these
ideas, and write a few topic
sentences that accompany the
main ideas.
4. Instruct students to use the Essay
Organizer to write an essay about a
barrier they have faced.
5. Tell students that when they have
completed their essays, they can
submit their work to the *Breaking
Barriers Essay Contest*. Distribute
copies of the contest reproducible
that appears on the back cover of
this program.

EXTENSION: To help your students
write their essays, direct them to
BREAKINGBARRIERS.MLB.com to read
more quotes from Major League
Baseball players and from students
around the country. Make sure that
students know that they should never
copy anyone else's story.

LESSON 4 Baseball Math

Student Reproducible 4:
"Baseball Math"

Time Required: One 40-minute
class period

Lesson Objective: Through examples
featuring baseball statistics, students
will apply basic math skills and
understand how graphs help to
represent numeric information.

LESSON STEPS:

1. Tell students that in sports and in
life, people keep track of facts and
information through groups or sets
of numbers called *statistics*. In sports,
statistics can represent hits,
touchdowns, points, etc. Types of
statistics outside of sports include
population, size, income, etc.
2. Distribute Reproducible 4, "Baseball
Math," and read the instructions
aloud. Have students look over the
graph on the page.
3. Ask students what information is
illustrated in the bar graph (how
many bases were stolen and who
stole them). Explain that the
information on the left side and
bottom of the graph tells you what
statistics are being shown.
4. Instruct students to answer the
questions on the reproducible. Once
everyone has finished, review the
answers as a class.

Answers:

1. Jose Reyes, Juan Pierre,
Hanley Ramirez;
 2. 13 more stolen bases;
 3. 0.286 stolen bases per game;
 4. 15.89 seasons
5. Have students create their own bar
graph following the instructions at
the bottom right of the reproducible.

EXTENSION: Divide students into
groups of 3-4 and have each group
create a bar graph about the United
States. Suggest that students use
information such as state populations,
race breakdowns, or the number of
people in different age groups, etc. Once
the bar graphs are complete, have each
group present their graph to the class.

Download This Program!

Visit BREAKINGBARRIERS.MLB.com for a free printable
version of the program, along with additional activities.

ABOUT MY FATHER

By Sharon Robinson



April 15 marks the anniversary of Jackie Robinson's breaking of the color barrier in Major League Baseball. A student once asked me: "What is the *color barrier*?" Baseball's "color barrier" signifies the period in American history when black and brown-skinned ballplayers were kept out of the Majors. In 1947, my father, Jackie Robinson, broke through that barrier and opened the door for others to follow.

Fifty years later, *Breaking Barriers: In Sports, In Life* was created to help students understand Jackie Robinson's legacy of change. By participating in this program, you'll come to understand the values that made my father successful on the field, and which also guided him as a parent. You'll likewise discover strengths in your own character to help you overcome barriers in your life. Let's get started!

American baseball became popular during the Civil War. Briefly in the late 1800s, two black ballplayers, Bud Fowler and Moses Fleetwood Walker, played alongside whites. But by 1890, Major League Baseball, like most of America, was "segregated":

black and brown-skinned players were in the Negro Leagues, while whites played in the Majors.

In 1945, Branch Rickey, president and general manager of the Brooklyn Dodgers™, stepped forward to break baseball's color barrier. He studied the field, using scouts to explore the pool of players. There were many Negro League players who were well-known and proven professional baseball players. Players such as Satchel Paige and Josh Gibson certainly headed the list provided by Mr. Rickey's scouts, but they agreed on Jack Roosevelt Robinson.

The scouts told Mr. Rickey that, during his season with the Negro League team the Kansas

City Monarchs, Jackie Robinson played shortstop. He hit .387, perfected his skill at stealing bases, and was selected for the league's All-Star game.

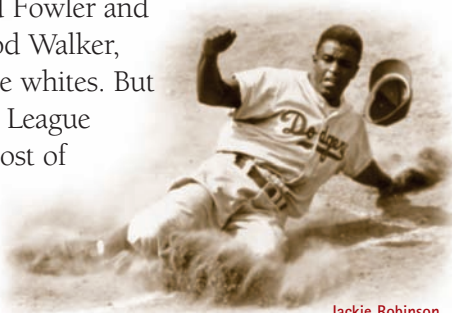
They presented my father's college statistics next. Rickey learned that while at UCLA, my dad was the leading basketball scorer in his conference, the national champion in the long jump, an All-American halfback in football, and a varsity baseball shortstop. In fact, Robinson was the first athlete at UCLA to letter in four sports in a single year.

In a now-famous meeting, Branch Rickey painted the stressful conditions my father would face in the Majors. Rickey role-played a racist fan shouting angry insults. A spiteful teammate might spike him with metal cleats. Rickey was testing if my father would have the strength of character to fight back with his bat rather than his fist. My father agreed to this approach. Two months later, he signed with the Montreal Royals, the Dodgers™ farm team.

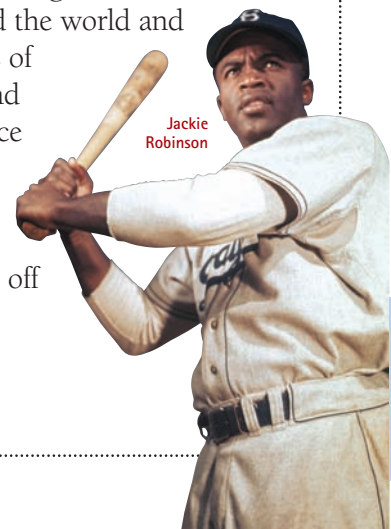
As predicted, my father played baseball against amazing odds. He fought back with perfectly timed bunts, hard-line drives, and stolen bases. On April 15, 1947 Jack Roosevelt Robinson stepped onto the grass of Ebbets Field™ as a member of the Brooklyn Dodgers™. He went on to play ten seasons, earning such awards as Rookie of the Year and Most Valuable Player.

It took 13 long seasons before every Major League Baseball team had at least one black player on its roster. Today, Major League Baseball players come from around the world and continue to break barriers of culture, language, race, and religion. Like you, they face barriers and meet challenges with the same set of values that helped my father succeed on and off the field.

Robinson was the first athlete at UCLA to letter in four sports in a single year.



Jackie Robinson



Jackie Robinson

Sharon Robinson
Educator and Author

VALUES AND BARRIERS



C.C. Sabathia,
Cleveland Indians™

STUDENT REPRODUCIBLE 2

We all face barriers in our lives, even Major League Baseball players. Read below to see how some of these ballplayers face barriers by using Jackie Robinson's Nine Values.



KEN GRIFFEY, JR.
Cincinnati Reds™

“Teamwork is...about working with others towards accomplishing a common goal. Teammates are found inside and outside sports.”

—KEN GRIFFEY, JR.



DEREK JETER
New York Yankees™

“Like Jackie Robinson, I try always to uphold the values I was raised with, those instilled in me by my family. Regardless of what other people think I should say or do, I know who I am and what I believe, and that drives the choices I make in life.”

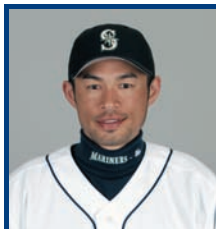
—DEREK JETER



RYAN HOWARD
Philadelphia Phillies™

“Being successful demands cultivating internal values that guide the way in which you conduct yourself both on and off the field. Seeing the courage and integrity displayed by Jackie Robinson throughout his life has had a great influence on me.”

—RYAN HOWARD



ICHIRO SUZUKI
Seattle Mariners™

“When I think about the pressure of playing and doing my best, I try to keep my thinking as focused as possible. I am committed to doing well, and I focus on that rather than on the pressure.”

—ICHIRO SUZUKI



Jackie Robinson's Nine Values

COURAGE

Doing what you know is the right thing even when it is hard to do

DETERMINATION

Staying focused on a plan even though the path to its end may be difficult

TEAMWORK

Working with other people toward a common goal

PERSISTENCE

Working toward a goal and continuing to move forward even though you face obstacles or barriers

INTEGRITY

Sticking to your values, regardless of what others think you should do

CITIZENSHIP

Making a contribution that improves the lives of others

JUSTICE

Treating all people fairly, no matter who they are

COMMITMENT

Making a promise and following through on it

EXCELLENCE

Doing the best that you possibly can

For quotes from Major League Players on values and barriers, visit BREAKINGBARRIERS.MLB.com

Jackie Robinson photo: © Bettmann/Corbis. MLB player photos: Courtesy MLB Photos.

VALUE: A belief that is important to you and helps to guide your life.

BARRIER: A problem or obstacle that stops you from moving forward.



Cut here for your own Jackie Robinson's Nine Values bookmark.

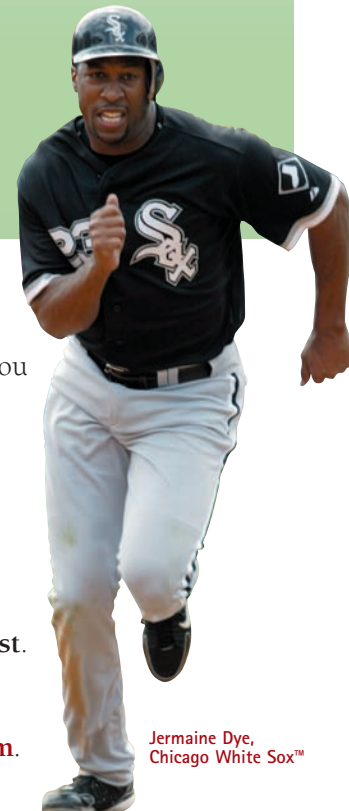
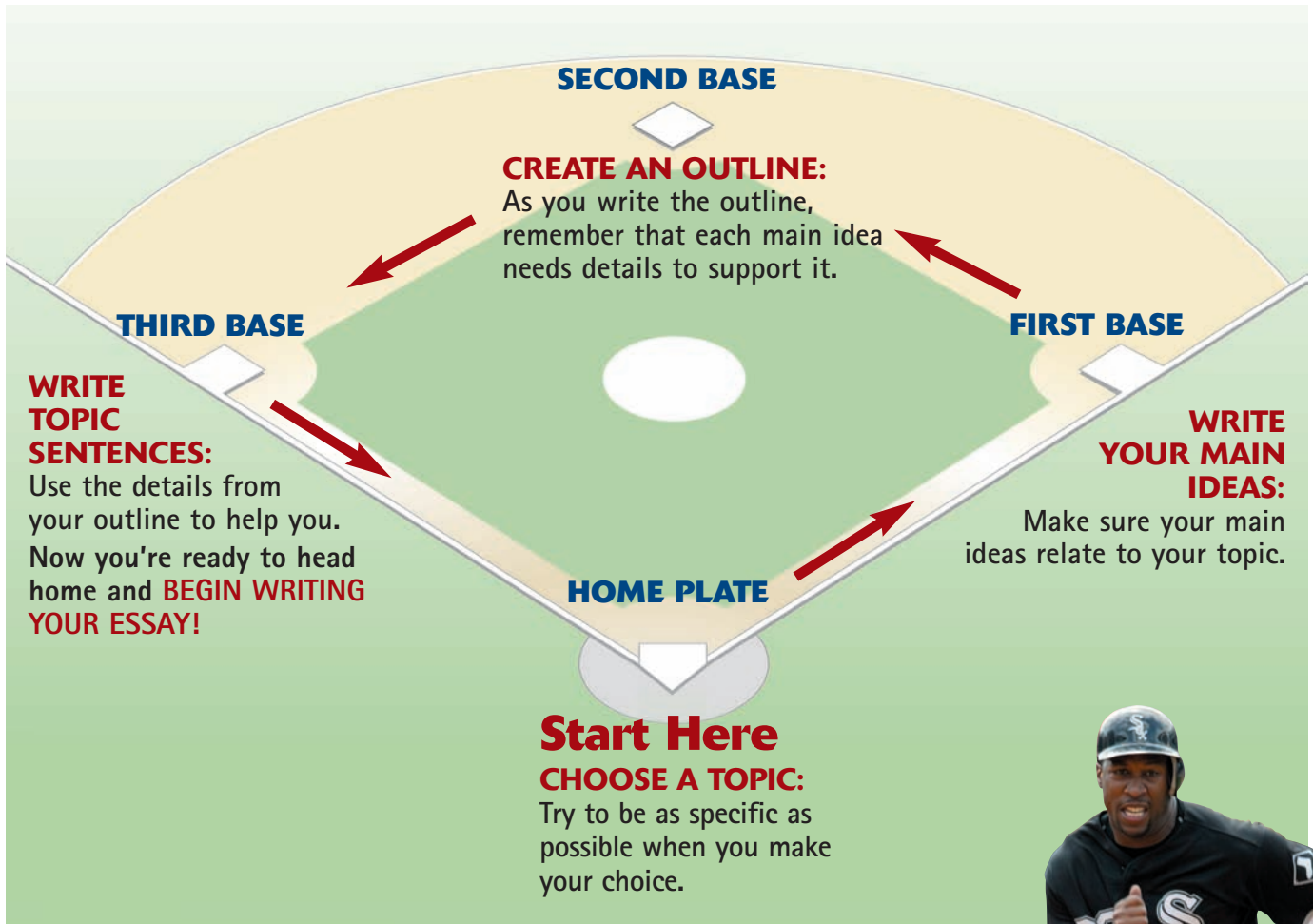
ESSAY ORGANIZER



Albert Pujols,
St. Louis Cardinals™

STUDENT REPRODUCIBLE 3

Follow the steps in the diagram below to help you write an essay. In baseball, you have to follow bases as you run. Likewise in an essay, each step is important and should be followed to complete the essay.



Jermaine Dye,
Chicago White Sox™

BEGIN WRITING YOUR ESSAY

After you've rounded the bases above, follow these helpful tips to begin your essay.

- Try writing a few “practice” sentences to get your mind ready to go.
- Use the outline you created on second base to keep you on the right track.
- Your essay should begin with a good topic sentence. Creating a strong topic sentence can help guide your writing.

ESSAY CONTEST!

Write an essay about a **barrier** you have faced. In the essay, explain how you used one or more of Jackie Robinson's nine values to face your barrier. Use the organizer above to help you develop your ideas. As a 4th-to-8th grader, you can enter the **Breaking Barriers Essay Contest**. For more information, ask your teacher or visit BREAKINGBARRIERS.MLB.com.

BASEBALL MATH

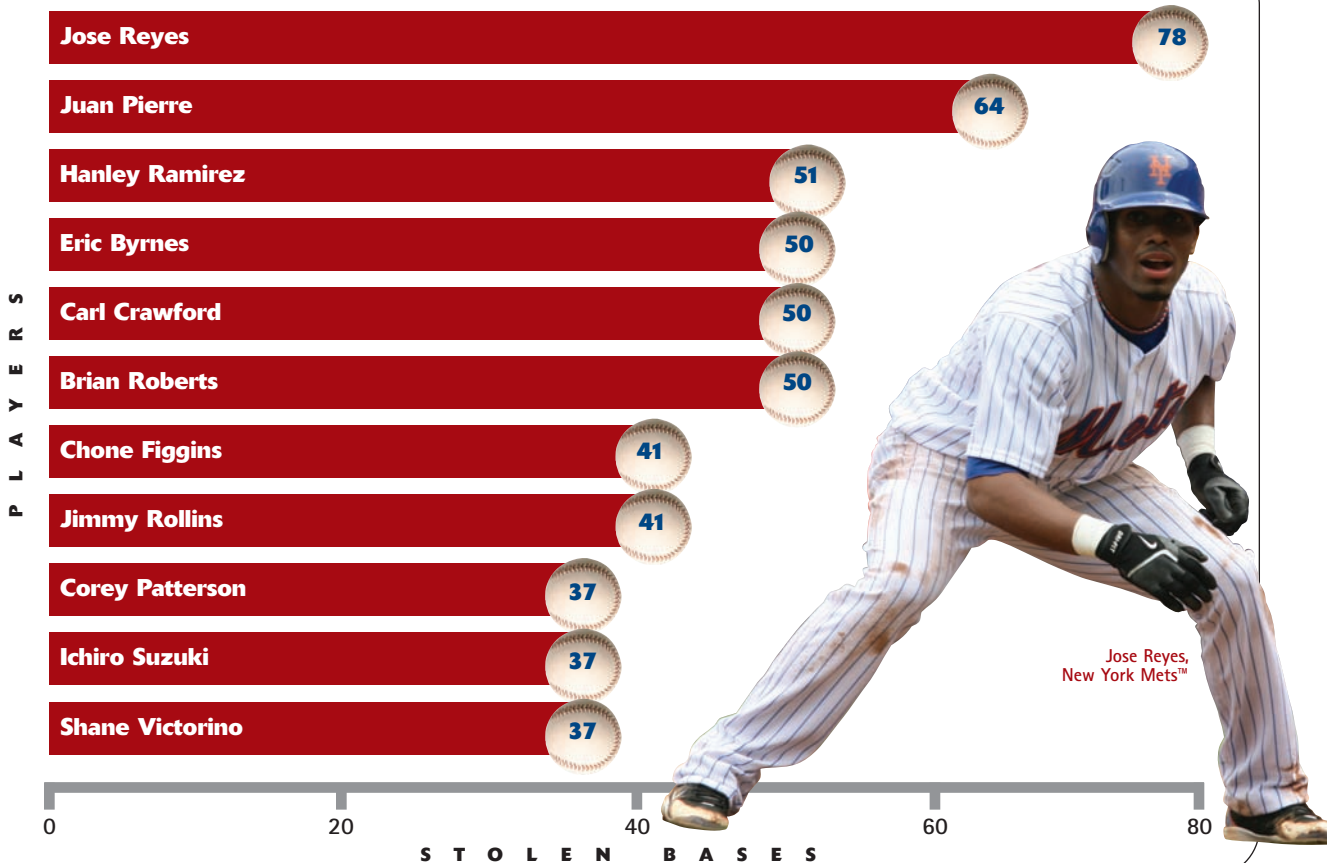


Matt Holliday,
Colorado Rockies™

STUDENT REPRODUCIBLE 4

Graphs, like the bar graph below, display information about numbers. In the example below, the length of each bar is proportional to the number it represents. Study this graph and then answer the questions that follow, to learn more.

TOP PLAYERS WITH STOLEN BASES IN 2007



QUESTIONS (use separate paper to calculate your answers):

- Which baseball players had more than 50 stolen bases in 2007?

- How many more stolen bases did Carl Crawford have than Ichiro Suzuki? _____
- Corey Patterson played in 132 games in 2007. On average, how many stolen bases did he have per game? _____
- Rickey Henderson has the most stolen bases in a career with 1,406. Juan Pierre has 389 stolen bases in his career. How many more seasons with 64 stolen bases would Pierre need to pass Henderson for the most stolen bases in a career? _____

CREATE YOUR OWN BASEBALL MATH BAR GRAPH

Visit www.MLB.com and choose "Stats" in the top tool bar. Then click on different menus to select statistics you want to represent in a bar graph. Don't forget to label the side and bottom of your graph, as well as give it a title.



ESSAY CONTEST

STUDENT REPRODUCIBLE
Grades 4–8



Jackie Robinson as a Brooklyn Dodger™

Write About a Barrier You Have Faced

April 15 of every year marks the anniversary of Jackie Robinson breaking the color barrier in baseball in 1947. The Breaking Barriers Essay Contest is a chance for students in grades 4–8 to share their personal stories and show how they use Jackie Robinson's values to face their own barriers.

How to Enter:

1 Write an essay* about a barrier that you have faced. Explain how you used one or more of Jackie Robinson's nine values (listed below) to face this barrier.

- courage
- determination
- teamwork
- persistence
- integrity
- citizenship
- justice
- commitment
- excellence

2 On each entry, include the following information:

- student's name
- student's grade
- teacher's name
- school name
- school city/state

3 Mail completed essays to:
Breaking Barriers Essay Contest
Scholastic Inc.
P.O. Box 713
New York, NY 10013-0713

All entries must be postmarked by March 3, 2008

*Each entry should be at least 200 words long and not exceed 700 words. All essays must be factual and based on the student's real-life experience. Fictional stories will be disqualified.

You Could Win:

- A trip to the 2008 Major League Baseball® All-Star Game® in New York City
- A laptop computer for you and one for your teacher
- A class visit from Sharon Robinson, daughter of Jackie Robinson, and a class set of her book *Promises to Keep*

RULES: NO PURCHASE NECESSARY. All students who are legal residents of the United States and Canada (excluding Quebec) and who are currently enrolled in grades 4–8 are eligible to enter, except for those who have family members employed by Major League Baseball Properties, Inc., Major League Baseball Enterprises, Inc., MLB Advanced Media, L.P., MLB Advanced Media, Inc., MLB Media Holdings, Inc., MLB Media Holdings, L.P., MLB Online Services, Inc., the Office of the Commissioner of Baseball (the "BOC"), the Major League Baseball Clubs, Major League Baseball Players Association, or Scholastic Inc. ("Scholastic"). Limit one entry per person.

Selection of Winners: Essays will be evaluated on the following criteria: how well the essay expresses the student's barrier; how well the essay expresses how one or more of the values—*courage, determination, teamwork, persistence, integrity, citizenship, justice, commitment, and excellence*—is used to face and/or overcome the barrier; how well the essay is organized to express what the writer wants to say; how effective the essay is in expressing the writer's point of view. Correct grammar and spelling will also be considered. Entries submitted will be judged by Scholastic and the BOC. Winners will be notified on or about March 25, 2008. All winners and their respective parent/legal guardian will be required to sign, notarize, and return an affidavit of eligibility/release of liability within ten (10) days of date of notification or an alternate winner may be selected.

Prizes: **One (1) GRAND PRIZE winner** will receive a trip for two to the 2008 All-Star Game in New York City; a laptop computer and a laptop computer for his/her teacher; a class visit from Sharon Robinson; and one class set of *Promises to Keep* books and Breaking Barriers T-shirts. **Four (4) FIRST PRIZE winners** (two in grades 4–5 and two in grades 6–8) will each receive a laptop computer and a laptop computer for his/her teacher; a class visit from Sharon Robinson; and one class set of books and T-shirts. **Four (4) SECOND PRIZE winners** (two in grades 4–5 and two in grades 6–8) will each receive a laptop computer, and one class set of *Promises to Keep* books and Breaking Barriers T-shirts. In the event of prize unavailability, a prize of equal or greater value will be awarded as determined by the sole discretion of BOC. No cash substitutions for prizes. Prizes are nontransferable. Void where prohibited.

Visit BREAKINGBARRIERS.MLB.com for additional contest entry forms and complete Official Rules.



It Began with Jackie...It Continues Today

- 1 **Determination**
- 2 **Teamwork**
- 3 **Integrity**
- 4 **Citizenship**
- 5 **Courage**
- 6 **Justice**
- 7 **Persistence**
- 8 **Commitment**
- 9 **Excellence**



“A life is not important except in the impact it has on other lives.”

- Jackie Robinson - ”

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