LIBRARY OF CONGRESS

Using Historical Documents to Develop Early Literacy by:
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Book Backdrop Title:
Testing the Ice: Jackie Robinson and Breaking the Barrier
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INTRODUCTION
Book Backdrop Title: Testing the Ice, Jackie Robinson and Breaking the Barrier


Focus Book Summary: This is a book about Jackie Robinson and his family. Jackie Robinson is legendary for breaking the color barrier in major league baseball. Jackie moves his family from New York to Connecticut where they live on a lake. Oddly, he never joins his children in the water. Later in the story Jackie is asked to test the ice on the lake to make sure it is safe for ice skating and we learn that Jackie has to overcome his fear of water.

NCSS Notable Trade Book Theme: History Life & Culture in the Americas
Historical Period: Civil Rights Movement
Grade Range: Primary
LESSON MODULE

Five Lesson Primary Source-Based Book Backdrop Lesson Plans

Lesson 1

**Title:** Jackie Robinson Refuses to Back Down

**Learning Goals:**

**Knowledge**
- Students will learn about the contributions that Rosa Parks brought to the color barrier.
- Students will learn that Jackie Robinson not only broke the color barrier by being one of the first African Americans to play Major League Baseball but by also refusing to move from his seat on the bus for a Caucasian male.
- Students will learn the differences and similarities between Rosa Parks and Jackie Robinson.
- Students will begin to better understand the segregation between the blacks and whites.

**Skills**
- Students will participate in various questions and listen to the book for better understanding.
- Students will participate in a graphic organizer as a class to compare and contrast Rosa Parks and Jackie Robinson.
- Students will explore their own ideas of what is important and create images and passages of what they feel is important to stand up and fight against.

**Dispositions**
- Students will begin to gain an empathetic understanding of and compassion for the African American race during times of segregation.
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

**Links to National Standards:**
[http://www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

**Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.
**Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

**General Materials:**
- Big Notepad Paper
- Pens/Pencils/Markers/Colored Pencils/Crayons
- Writing Paper

**LOC Primary Source Materials:**
- Appendix I- #1- Images of Rosa Parks
- Appendix I- #2- Images of Jackie Robinson
- Appendix I- #3- Rachel Robinson gives Jackie Robinson’s Papers to the Library of Congress

**Lesson Procedures:**

**Introduction**
1. Write the name Rosa Park on the board and show the images of her. -Appendix I- #1 Ask the students what they know about her.
2. Present the story *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold. Ask the students what they feel the story will be about. Then read through the story and author notes at the end for the students to understand more thoroughly.
3. Discuss the story with the class and then write Jackie Robinson’s name on the board. Ask the students what they know about him. Show images of Jackie Robinson. -Appendix I- #2 Share some key information about Jackie with the class.

**Development**
1. Compare and contrast the two individuals and create a graphic organizer as a class on a big notepad paper for students to keep and hang in the classroom.
2. Ask the students if they feel that what they have said is the most in common thing that Rosa Parks and Jackie Robinson have. Explain to the students that they are correct but then inform them that Jackie Robinson and Rosa Parks are a lot more alike than they thought.
3. Discuss Jackie Robinson’s life in the military and explain how Jackie Robinson had been in the military and was honorably discharged for not giving up his seat on the bus just like Rosa Parks had done. Appendix I- #3

**Culmination**
1. After everyone is done comparing and contrasting Rosa Parks and Jackie Robinson, lead the students in a discussion about the other differences between
blacks and whites besides sitting in the back of the bus. What other things were segregated between blacks and whites? Were schools? How were the blacks treated then? Do you feel it is the same today in some aspects?

2 Lead the students in a discussion about all the efforts that made a difference when breaking the color barrier. Who are some other individuals who made a difference in breaking the color barrier? How did they make a difference? What are some of the acts that those people did to stand up for what they believe in?

**Assessment Strategies Linked to Lesson Goals**

- Have the students brainstorm ideas that they feel are important and that they would like to fight for. Share these ideas with the class and discuss.
- Have the students come up with their own ideas and then have them write 2-3 sentences on why this is important.
- Have the students draw pictures to go with their writings.
Lesson 2

Title: *Breaking the Color Barrier*

**Learning Goals:**

**Knowledge**
- Students will learn the true background of segregation between blacks and whites and the effects it had on Jackie Robinson’s life.
- Students will begin to better understand what the color barrier was and the role that Jackie Robinson played to change it.
- Students will consider what is important to them in the world today and what they would do to make their voice heard.

**Skills**
- Students will explore primary sources such as the letters written by Jackie Robinson to Branch Rickey.
- Students will participate in a role play of the threats and discrimination that Jackie Robinson encountered during his first years in the immersion of integrated baseball.
- Students will create their own written letter addressing a topic they are passionate about something that they want to change.

**Depositions**
- Students will develop empathy, understanding, and compassion for the experiences of the color barrier effects in the United States.
- Students will began to evaluate multiple perspectives and resources of the racism and segregation that Jackie Robinson encountered during his baseball career.

**Links to National Standards:**
[http://www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

**Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.

**Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
General Materials:
Copy of Testing the Ice
Copies of role play
Primary resources from LOC
Paper for students to use in writing letters

LOC Primary Source Materials:
- Appendix 1 #4: Transcription of Letter from Jackie Robinson to Branch Rickey, July 13, 1946
- Appendix 1 #5: Jackie Robinson Scores Winning Run- Pittsburgh Courier (Washington Edition), April 19, 1947
- Appendix 1 #6: Jackie Robinson photos for the culmination

Lesson Procedures:

Introduction
1 Hook students’ interest by having volunteers participate in the role play. Students will play: Jackie Robinson, Branch Rickey, Brooklyn Dodgers coach, and 5 fans in the crowd.
2 Give each student their roles and have them read the notecard explaining to them what they need to do for presenting the role play.
3 Develop a class discussion explaining the criticism and discrimination Jackie Robinson encountered when “Breaking the Color Barrier” when he first entered the major league world of baseball with the Brooklyn Dodgers.

Development
1 Read the newspaper artifact to the students explaining how Jackie Robinson was treated in the first game that he played being the only African American player in the major leagues. See Appendix #5
2 Ask students how they would have felt if they were put in Jackie Robinson’s shoes and how they may have reacted if they were spoke to that way. How did the students in the role play feel when they were spoke to that way?
3 Help remind students of the affects African Americans experienced during that time in America’s history.
4 Read the story, Jackie’s Bat by Marybeth Lorbiecki. In the story, Joey, the batboy for the Brooklyn Dodgers in 1947, learns a hard lesson about respect for people of different races after Jackie Robinson joins the team.
5 First, have students identify how the boy treated people different from him.
6 Ask the students, why the batboy treated Jackie Robinson that and how they think Jackie Robinson felt.
7 Have students fill out a chart comparing and contrasting the differences and similarities of African Americans and whites back in the early 1900s and now. How are they treated, what have they done to change this?

8 Ask students what other types of segregation there were than just within baseball and discuss how that may have affected them if they were living during that time.

Culmination

1 Show students the artwork of Jackie Robinson - Appendix #6

2 Have the students analyze and discuss the four different images in small groups. Have the students specifically think about: “What is going on?”, “How is Jackie feeling?”, “What do you think people are saying to him?”, “What kinds of questions would you want to ask Jackie Robinson or some of his teammates?” Record all the student’s ideas on the board and have a class discussion.

3 Have the students discuss some of the people that were on Jackie’s side and helped him out during this baseball segregation. Have the students also discuss other important individual who changed the way our country views people of color.

4 Have students connect their thinking to the books they have read about Jackie Robinson and other important people during this time from the previous lessons.

5 Make a list as a class of all the important people and what they did to help change discrimination.

6 To end the lesson, have students come up with captions for the four pictures based on their discussions and new understandings.

Assessment Strategies Linked to Lesson Goals

1. Have students write their own letters expressing their concerns and opinions on a topic they are passionate about in order to make a difference and change. See Appendix #4 for the letter Jackie Robinson wrote to engage the students.
Lesson 3

Title: Life After Baseball

Learning Goals:

Knowledge

● Students will learn about what Jackie was involved in after he retired from baseball.

Skills

● Students will apply their knowledge about Jackie’s post-retirement involvement to create a multi-media presentation.

Depositions

● Students will appreciate the importance of all that Jackie did outside of the game of baseball in both business and politics

Links to National Standards:

http://www.socialstudies.org/standards/strands

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Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

General Materials:

● Depending on the technology available, either print version of interview or online version through the library of congress

● Example note taking paper

● Way to divide up groups (Popsicle sticks, pieces of paper in a hat, etc) and also to give each group a topic.

● Laptops/iPads if available

LOC Primary Source Materials:

● Appendix #7 Post-Retirement interview of Jackie Robinson on Meet the Press

● Appendix #8 A picture of Jackie and his family
Lesson Procedures:

**Introduction**
1. So far, we have learned about what baseball was like before Jackie Robinson entered the major league and what he did during his career with the Dodgers to change baseball forever. Do you think that this was all that he did with his life? Just play baseball? Any ideas of what he may have done after he retired? Talk with your group for a few minutes about any ideas that you may have and then we will come back together for a whole class discussion.
   i. Be sure to have the students elaborate on their ideas of why they think he did what they came up with.
2. We learned that Jackie broke the color line in baseball. Do you think the color line was broken completely outside of baseball? Why? Take a minute to think about your answer, talk with your group, and then we will come together to have a class discussion again.

**Development**
1. In order to get a better idea of what Jackie did after baseball, we are going to read through and interview (Appendix # 7) that was done in 1957, the year that Jackie retired.
2. While reading, I want you to take notes about the conversation on a sheet of paper. The way that you will do this is by separating your paper into two columns. The left side of the paper will be the facts that you find in the interview and the right side will be used for comments or questions that you may have.
3. When you get done reading the interview, I will group you into groups of 3-4 and you will go over what you have written. If there are any questions that you cannot answer during this time, we will come together as a large group to discuss what the answer is or a way to find the answer.
   i. As the students are working, make your way around the room and formatively assess the students based on what they are writing.
   ii. If you have a student that struggles with reading/writing, you can pair them with another student to work through the assignment together.
4. When all of the students have completed the reading, have them come together in small groups and go over what they have written down about the interview.
   i. Once again, walk around and listen to the conversations that the students are having.
5. If there are any questions that you hear in multiple groups, come together as a whole class to discuss.

**Culmination**
1. The culminating project will be done in a small group of 2-3 students.
2 Each group will be given, or may choose if you feel they are able to do it civilly, a business or charity that Jackie was involved in. There may be some groups that get the same topic if there are too many groups. One or two of the groups will work with Jackie’s involvement in politics, more specifically racial equality
   i  NAACP
   ii  Freedom National Bank
   iii  Chock Full o’ Nuts
   iv  Jackie Robinson Foundation
   v  Racial Equality
3 Each group is to come up with a way to present information about their topic and what Jackie’s role was. This will not be simply a report to the class, but needs to be using a poster, brochure, radio broadcast, etc. The presentation method needs to be creative and will be graded on a rubric.
4 They will be given class time to work on the project. Roughly 1-2 class periods.
5 On the due date, each group will stand in front of the class and give a brief presentation over what they made. They will tell what their topic was, give some information about the topic, what they made, and how it is relevant or connects to their topic.

Assessment Strategies Linked to Lesson Goals
- Through the creation of the presentation, students will be not only learning about Jackie’s involvement outside of baseball, but they will also come to an understanding that he was not simply a great baseball player but rather a great human being.
Lesson 4

Title: Baseball After Jackie

Learning Goals:

Knowledge
- Students will learn about what the sport of baseball was like after Jackie Robinson broke the color barrier.
- Students will learn about other professional baseball players that joined the Major Leagues after Jackie Robinson broke the color barrier.

Skills
- Students will choose a professional baseball player that joined the Major Leagues after Jackie Robinson broke the color barrier to research.
- Students will use the research they found out about the particular professional baseball player they researched to write a paper.

Depositions
- Students will begin to gain an empathetic understanding of and compassion for the African American race during times of segregation.
- Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues, along with issues that may still be present now days.

Links to National Standards:
http://www.socialstudies.org/standards/strands

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Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

General Materials:
- Computer/Technology
- Access to Video: A Whole New Ball Game
- Research found
- Writing Utensils
- Paper
- Book: African American Pioneers of Baseball: Biographical Encyclopedia

LOC Primary Source Materials:
Lesson Procedures:

Introduction
1. Start out by having the students talk what they learned from the previous lessons about Jackie Robinson and brainstorm how they think that Jackie Robinson breaking the color barrier affected the Major Leagues for other colored baseball players.
2. Hook students’ interest by showing them the video- A Whole New Ball Game.
3. Have the students discuss in pairs or small groups what they learned or what they found interesting about the video.
   - What did you learn about baseball after the color barrier was broke?
   - What do you think baseball would be like today if Jackie never broke the color barrier?
   - What is one thing that you found interesting from the video?
4. Imagine that you are a baseball player back before Jackie Robinson broke the color barrier.
   - What would your life be like if you were playing baseball at that time?
   - What type of things would you have experienced?
   - How do you think you would have been treated?
   - How would you have treated Jackie Robinson if he was on your team?
   - How would you have treated him if he was on the opposing team?

Development
2. Show the students the three pictures of the players who joined baseball after Jackie Robinson:
   - Hank Aarons—see appendix #9
   - Satchel Paige—see appendix #10
   - Willie Mays—see appendix #11
3. Ask the students questions:
   - What do you think that players’ life would be like if the color barrier in the Major Leagues hadn’t been broke? Do you think they’d be where they were then if it wasn’t for the barrier being broke?
   - If you were them back then what do you think you would have done? What do you think you would have felt like?
4. Have the students compare and contrast the Major Leagues before the color barrier was broke and what it’s like now days.
Culmination
1. When the students are done comparing and contrasting the Major Leagues before the color barrier was broke and what the Major Leagues is like now days, they will share with the class one similarity and one difference.
2. After sharing their compare and contrast activity with the class, the students will begin to research one of the baseball players who joined the Major Leagues after Jackie broke the color barrier.
3. Students researching for a couple of class periods.
4. Once the students are finished researching, they will then write a 2-3 page paper over the baseball player that they researched.
5. When the papers are completed the students will then share 2-3 facts that they learned about the person that they researched and wrote their paper over.
6. End the lesson by having a class discussion over what they learned about baseball after Jackie Robinson.

Assessment Strategies Linked to Lesson Goals
1. Have the students write a 2-3 page paper over the baseball player that they researched. The baseball player that they researched had to be a player that joined the Major Leagues after Jackie Robinson broke the color barrier.
Lesson 5

Title: The Class of ‘06

Learning Goals:

Knowledge
● Students will learn background knowledge about the Negro Leagues, before and after the color barrier was broken through research about their player
● Students will learn about other notable people who had a role in the Negro Leagues

Skills
● Students will examine primary sources such as photographs of influential people involved in the Negro Leagues
● Students will research information about the experiences of those involved with the Negro Leagues
● Students will create a scrapbook of one of the 17 Negro League players inducted into the Baseball Hall of Fame in 2006 lives

Depositions
● Students will develop empathy, understanding, and compassion for the experiences of those involved with the Negro Leagues
● Students will began to evaluate multiple perspectives and resources of the injustices faced by the owners, managers, and players of the Negro Leagues

Links to National Standards:
http://www.socialstudies.org/standards/strands

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Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

General Materials:
● She Loved Baseball by Audrey Vernick
• Sample Effa Manley scrapbook
• Construction paper
• Glue sticks
• Computers
• Printer
• Scissors
• List of resources of students to use

http://baseballhall.org/hof/manley-effa
http://www.nlbm.com/s/resource.cfm

LOC Primary Source Materials:
Appendix #13 - Image/Map: Cooperstown, 1890
Appendix #14 - Image: Group portrait of Negro National League's Chicago American Giants, 1911

Lesson Procedures:

Introduction
1 Hook student interest by showing them a picture of Effa Manley (see appendix #12). Ask students, “Has anyone ever seen this woman before?”, “Just by looking at this picture what do you think you can tell me about this woman?” Wait for students to share their answers. Compile a good list of five to ten hypothesis of who she might be.
2 Once students have generated a list of who they think she might be, share “this is a picture is of Effa Manley” read She Loved Baseball by Audrey Vernick to share information about Effa.

Development
1 Explain what students are going to do, “Just like Effa, is an important person in the baseball world, there are other less famous people as well. In 2006 there were 17 other members of the Negro League inducted into the Baseball Hall of Fame.
2 Show them a picture of the Group portrait of Negro National League's Chicago American Giant See appendix #14. Explain that this is one of the teams from the Negro League
3 Show them a picture of Cooperstown from the 1890’s See appendix #13
4 Tell students that they are going to have a chance to research one of those 17 members inducted into the Baseball Hall of Fame with a partner. See appendix #15 for 2006 inductee list.
5 Explain that they are going to make a scrapbook about their person’s life and some of the experiences they had or could have encountered.
Once students have made their scrapbooks of their player, ask questions like: “tell me about your player”, “which team did your player play for?”, “How would you have felt if you experienced the same things your player did?”

**Culmination**

1. Have students share their scrapbooks with their classmates in a scrapbook walk (similar to a picture walk but longer so they can flip through the book).
2. While students are walking around encourage them to write down questions on a piece of paper they can ask the researcher during the class discussion.
3. Once everyone has had a chance to see all of the scrapbooks, gather students for a group discussion. Ask questions to find out what they thought of other students projects, what questions they have for their classmates about their specific person, how they would have felt if they had the same experiences their person had.

**Assessment Strategies Linked to Lesson Goals**

1. Students will share their new knowledge about the person they chose to do their scrapbook over. Encourage them to have pictures that accurately portray their life and their experiences.
2. During and after the scrapbook walk, students encourage students to discuss the information they learned about their person as well as what they learned about the people their classmates researched.
APPENDIX I: Library of Congress Resources

#1 Images of Rosa Parks

http://www.americaslibrary.gov/jb/modern/jb_modern_parks_1_e.html
http://www.loc.gov/pictures/resource/highsm.07069/
http://www.loc.gov/pictures/item/94506916/
#2: Images of Jackie Robinson

http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(ppmsc+00039))
http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(ppmsc+00046))
http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(ppmsc+00048))
Rachel Robinson, Jackie Robinson's widow, has given his papers to the Library of Congress. Comprehensive in scope, the collection of more than 7,000 items richly chronicles all aspects of Robinson's life -- the early years through college, military service, baseball career, corporate career and business interests, civil rights activities, involvement in politics, media activities and humanitarian concerns. The Jackie Robinson Papers also document the evolution of Robinson's legacy, represented, in part, by a variety of posthumous commemorations, events and tributes.

The main body of the Jackie Robinson Papers was in the possession of Mrs. Robinson until 1985, when she transferred them to the Jackie Robinson Foundation, a nonprofit organization she founded in 1973 to promote leadership development and scholarship among minority and poor youth. Over the years, additional materials retrieved from various individuals and repositories have been systematically added to enhance the research value of the collection. Mrs. Robinson decided to give the whole collection to the Library of Congress at this time as a permanent repository.

The papers include correspondence, speeches and other writings, memoranda, financial records, subject files, baseball contracts and other legal documents, military records, media interviews, transcripts of radio and television programs, ephemera, photographs, newspaper clippings and printed matter. A major portion of the collection is devoted to Robinson's pioneering role in baseball. The correspondence includes letters from a wide range of individuals affiliated with baseball -- officials, fellow players and sportswriters. Among these are Branch Rickey, Walter O'Malley, Clyde Sukeforth, Hank Greenberg, Happy Chandler, E.J. Bavasi, Joe L. Brown, Al Campanis and Joe Reichler. The collection also contains an array of fan mail from across the United States and abroad.

When Jackie Robinson began his rookie season with the Brooklyn Dodgers on April 15, 1947, he became the first African American to play major league baseball in the 20th century, breaking down the "color line" in effect since 1876. The son of sharecroppers, Jack Roosevelt Robinson (1919-1972) was born on Jan. 31, 1919, near Cairo, Georgia, and reared in Pasadena, California. He studied at Pasadena Junior College, before transferring to the University of California at Los Angeles (UCLA) in 1939. There Robinson met nursing student Rachel Isum, whom he married in 1946. An outstanding athlete, Robinson lettered in four sports at UCLA -- baseball, football, basketball and track. He withdrew from UCLA in his senior year, hoping to relieve some of his mother's financial burdens. He worked for the National Youth Administration as an athletic instructor and also earned extra money playing football for the Honolulu Bears.

Robinson showed an early interest in civil rights as a draftee in the Army. He was drafted in 1942 and served on bases in Kansas and Texas. With the help of boxer Joe Louis, he succeeded in opening an Officer Candidate School (OCS) to black soldiers. After attending OCS, he was commissioned a second lieutenant. At Fort Hood, Texas, Robinson faced a court-martial for refusing to obey an order to move to the back of the bus; he was later exonerated. After he was discharged from the Army in 1944, Robinson joined the Kansas City Monarchs baseball team of the National Negro League in the spring of 1945.

In October 1945, Jackie Robinson was signed by Branch Rickey, president and general manager of the Brooklyn Dodgers, to play for the Montreal Royals of the International League, the Dodgers' minor league affiliate. He went on to lead the Royals to a Little World Series championship in 1946 and was moved up to the Dodgers in April 1947. During his 10-year career with the Dodgers, Robinson compiled a .311 lifetime batting average, played in six World Series, and stole home 19 times. He also won the National League's Most Valuable Player award in 1949, when he led the league with a .342 batting average and 37 stolen bases. He was inducted into the National Baseball Hall of Fame in 1962, his first year of eligibility.

After his retirement, Robinson engaged in several business ventures that encouraged black economic development. He became the vice president of personnel for the Chock Full O’ Nuts restaurant chain, where he worked diligently to
improve the status of the many lower level African Americans employed there. He helped found and served as board chairman for the Freedom National Bank, a minority-owned commercial bank based in Harlem. He also opened a clothing store in Harlem and later established the Jackie Robinson Construction Company to build affordable housing for low- and moderate-income black families.

Robinson became a fervent advocate of civil rights, publicizing his views as a lecturer, newspaper columnist and host and guest on radio and television programs. He worked closely with the National Association for the Advancement of Colored People (NAACP), which recognized him in 1956 with the prestigious Spingarn Medal, awarded annually for the highest achievement by an African American. Robinson chaired the NAACP's million-dollar Freedom Fund Drive in 1957 and was a member of the board of directors until 1967. He also lent his support to the Southern Christian Leadership Conference, the Congress for Racial Equality and the National Urban League.

Robinson's commitment to racial equality extended to Africa as well. He had a particular interest in the African independence movements and sought to promote education for the next generation of leaders in emerging nations on the continent. To this end, he supported the work of the African-American Students Foundation, which sponsored African students at American colleges and universities.

Robinson also worked extensively with churches and interfaith organizations. He served as president of the United Church Men of the United Church of Christ and participated in both the National Council of Churches and the National Conference of Christians and Jews. His many civic activities included work with children and adolescents, especially those involved in the YMCA. He also participated in national campaigns to combat drug addiction and worked on civil rights and community development issues in various political campaigns.

In his later years, Robinson became disillusioned with the continued lack of opportunity for blacks. His health began to deteriorate rapidly in the 1970s. On Oct. 15, 1972, he attended a World Series game in Cincinnati that included a commemoration of the 25th anniversary of his breaking the color line in professional baseball. Nine days later, on Oct. 24, Jackie Robinson died of a heart attack at his home in Stamford, Connecticut.

Among the many public officials represented in the correspondence are Richard Nixon, Nelson Rockefeller, Hubert Humphrey, John Kennedy, Robert Kennedy, Barry Goldwater, Averell Harriman, Kenneth Keating and Chester Bowles. Also represented are civil rights leaders such as Lester Granger, Wyatt Tee Walker, Roy Wilkins, Daisy Lampkin, and Walter White.

There is an extensive speech file covering the entire range of Robinson's interests. Many speeches reveal handwritten revisions and marginalia. The collection also contains manuscripts of the books Robinson wrote with collaborators, most notably the biographies, *Wait Till Next Year and I Never Had It Made*. They include correspondence and interviews with his co-authors, as well as his editorial notes and comments. In addition, the collection includes revised drafts of Robinson's newspaper columns and the script of the 1980 Broadway musical *The First*

The Jackie Robinson Papers relate to other collections already in the Library's Manuscript Division. Chief among these are the papers of Branch Rickey and Arthur Mann. Material related to Robinson's civil rights activities can also be found in the records of the NAACP and National Urban League, as well as the papers of Joseph Rauh and A. Philip Randolph.


# # #

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Transcription of Letter from Jackie Robinson to Branch Rickey, July 13, 1946

Mr. Branch Rickey
President
Brooklyn Baseball Club
Brooklyn, N.Y.
July 13, 1946

Dear Mr. Rickey,

I have just read Mr. Parker’s article in the Mirror stating in effect I had violated my contract with the Kansas City Monarchs and that you had induced me to do so. The facts are as follows:

No contract of any kind was ever tendered to me by the Kansas City Monarchs and I had never signed anything in the nature of an agreement or a contract with that club. I simply received an offer in a letter and I reported to the Kansas City Monarchs as a result of that letter.

Upon reporting I asked William Dismukes, the business manager of the Monarchs, for a contract but none was ever tendered to me. I knew that I had no job at any minute they cared to dismiss me. Furthermore, at no time did I have a conversation with anyone connected with the Kansas City Monarchs or any other club for that matter in regard to my future services.

Some time ago I read in the press a statement by Mr. Wilkinson, the owner of the Kansas City Monarchs, stating that I was under no contract with his club.

When I came to Brooklyn to see you one of the very first questions you asked me, if not the very first, was “are you under any obligation of any sort whatever as to your future services in baseball?” I told you very quickly “none whatever.” You asked me to put that in writing and I did so at that time.

As I remember our first conversation you gave me to understand that if I had any agreement with my then employers you could not discuss my employment by the Brooklyn Organization.

Sincerely yours,

Jackie Robinson
#5 Jackie Robinson Scores Winning Run- Pittsburgh Courier (Washington Edition), April 19, 1947

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#6: Jackie Robinson images
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Transcript of "Meet the Press" television and radio broadcast.

Program produced by Lawrence Spivak for the National Broadcasting Company, Sunday, April 14, 1957.
(Library of Congress, Manuscript Division, Lawrence Spivak Papers)
For additional information on the Spivak Papers you can leave this site and read a summary catalog record for the collection.

Produced by: Lawrence E. Spivak
Guest: Jackie Robinson
Sunday, April 14, 1957
Panel:
William H. Lawrence, New York Times
Frank van der Linden, Nashville Banner
Jim Simpson, National Broadcasting Company
Lawrence E. Spivak, Regular Panel Member
Moderator:
Ned Brooks
Announcer: Now, MEET THE PRESS. The prize-winning program produced by Lawrence E. Spivak. Ready for this spontaneous, unrehearsed conference are four of America's top reporters. Please remember, their questions do not necessarily reflect their point of view; it is their way of getting a story for you. Here is the moderator of MEET THE PRESS, Ned Brooks.
Mr. Brooks: And welcome once again to MEET THE PRESS.

Another baseball season opens tomorrow. Our guest is one of baseball's all-time greats, Jackie Robinson, the first Negro to break the racial barrier in the major leagues. During his 10 years with the Brooklyn Dodgers, they won six pennants. His greatness lay in his versatility and his competitive spirit. He played the infield and the outfield with equal skill. He set records in fielding, batting and base running, and in 1949 he was voted the National League's Most Valuable Player.

Jackie Robinson's activities have extended beyond the baseball diamond into the field of race relations. He has devoted much of his spare time to the National Association for the Advancement of Colored People, and last year he was awarded the organization's highest honor for achievement, the Spingarn Medal. From the beginning of his career Jackie Robinson was a
center of controversy. His baseball association ended on a controversial note when he was traded to the New York Giants and when he announced his retirement in Look Magazine. Since retiring he has become a vice president of the Chock Full O'Nuts Company of New York, and he is on the staff of Look Magazine.

Now, seated around the press table ready to interview Jackie Robinson are Jim Simpson of NBC, William Lawrence of the New York Times, Frank van der Linden of the Nashville Banner and Lawrence E. Spivak, our regular member of the MEET THE PRESS panel. Now, Mr. Robinson, if you are ready we will start the questions with Mr. Lawrence.

Mr. Lawrence: Mr. Robinson, for the first time in 10 years you are not in a Major League uniform finishing up the exhibition games before the pennant race opens tomorrow. How does it feel; do you have any regrets about retiring?

Mr. Robinson: None at all. I feel very, very good. I am awfully happy in my new job. I am with a bunch of fine people, and I like it very much.

Mr. Lawrence: Now that you are out of baseball, are you going to be a regular fan and root from the grandstand for your favorite team?

Mr. Robinson: My favorite team is the Dodgers, and I will root for them.

Mr. Lawrence: Will you be going to the games?

Mr. Robinson: I will occasionally, not too much.

Mr. Lawrence: Now that you are vice president in charge of personnel for a large concern in New York, what will your attitude be on Tuesday when a large number of your employees resort to that age-old dodge and report the sudden deaths of their grandmothers, so they can get the Opening Day off to see the season open?

Mr. Robinson: We are hoping that will not happen. I have had a very fine relationship with most of the people who are with us, and I do whatever I can to teach them or tell them the importance of being on the job all the time. We hope it is not going to happen.

Mr. Spivak: I would like to get to more serious matters. Congressman Celler recently made this remark: "The few who own the Major League clubs aren't trying to benefit the public but only to make all the money they can by moving players around like pawns and chattels." You were one of the players who was moved around. Do you think that statement is true or false?

Mr. Robinson: I can't say it is completely true, no. I think in most cases many of the club owners do have the thinking of the ball players in their hearts, but there are many, many instances where ball players are moved around. What the answer to eliminate it is, I don't know.
Mr. Spivak: Do you think the reserve clause which permits a ball club to exercise virtually monopolistic rights over a player is good, either for baseball or for the player?

Mr. Robinson: If there were some other means to handle the situation, I would think it should be handled, but I don't know of any other. If they didn't have the reserve clause, when we came down to the last month of the season where a ball club may need a good ball player to have them win the pennant, a club with a lot of money who would only be interested in a pennant could, by offering this ball player - if there wasn't some kind of a law to keep him from it - a lot of money, and I doubt very seriously if the player would refuse it.

Mr. Spivak: Isn't it true, though, that a team like the Yankees - that is, a club that is very rich - has been able to garner a great many of the best ball players simply by having money? Does the reserve clause stop that in any way?

Mr. Robinson: I don't think that is the reason why the Yankees are so successful. I think that, very frankly, a lot of ball players when they are young are very, very anxious to join the Yankee chain. I think that tradition that they hear about so much has a lot to do with it, and they get in the organization. I believe that is what it is, personally.

Mr. Spivak: Mr. Robinson, professional baseball is now, I think, the only professional sport which has specifically been held by the Supreme Court to be outside the anti-trust laws. Do you think baseball should be exempt on the grounds that it is a sport and not a business?

Mr. Robinson: I can't say that baseball is a sport, no, not if that is the reasoning. In my opinion, baseball is as big a business as anything there is. It has to be a business, the way it is conducted.

Mr. Spivak: Do you see any reason why it should be given special treatment when football, basketball and hockey have all been held to be monopolistic when they have special arrangements of the kind that baseball has?

Mr. Robinson: Since I don't know too much about the football and the basketball and the other situations, I would hate to get mixed up in it. I don't know what their situation is, actually. The only thing I know is that baseball, being the game that it is, there has to be some protection for them.

Mr. Simpson: Mr. Robinson, in this reserve clause, Robin Roberts, who is the representative of the National League Players, says that he feels there should be some kind of revision of the reserve clause. He did not say what it should be. He didn't like the idea that the player could be stuck in the minor leagues for 7 years before he could be drafted by some other club.
Affidavits evidently have been sent out to all players asking that they back up Major League baseball and its reserve clause. Eddie Yost of the American League feels that the players will be almost unanimous and back up the club owners and say the reserve clause is necessary. As a former player and being just out of baseball, do you think it is necessary to run the sport, or business, of baseball?

Mr. Robinson: At the present time I would have to go along with it, because there has to be some sort of protection. Until they find some other way to handle all these situations, I think that - it is a personal observation, but I think they have to continue it. In all my years of baseball I have always expected to be traded. I never liked the idea. I expected it because that is the way baseball has been run all along, but I don't see at this time any way that they can handle the situation.

Mr. Simpson: Have you ever run across, aside from the obvious ones that have gone to court, anybody in baseball who is unhappy and dissatisfied because of the reserve clause? Specifically, can you tell us the case?

Mr. Robinson: Well, there have been - there is no need for me to mention any names - just fellows who feel they could be better off on another team, and because of the clause they can't display their abilities on another team. One ball club may be overloaded with talent. I have heard complaints that they can't show what they can do because they are on a team which has such good talent they sit on the bench, and, therefore, they are not able to do the things they would like to be able to do, at least insofar as their playing is concerned.

Mr. Van der Linden: Mr. Robinson, you are the Chairman of the Freedom Fund Campaign of the NAACP and, according to news reports, you are trying to raise $1 million.
Mr. Robinson: That is correct.

Mr. Van der Linden: If you get the $1 million, what will you do with it?

Mr. Robinson: Me personally, I am not going to do anything. It is going to be used in our efforts to secure first-class citizenship for all American citizens.

Mr. Van der Linden: As a leader of NAACP, would you use the money to hire lawyers, for instance, to press school segregation cases?

Mr. Robinson: I want to make one thing clear: I am not what you call a leader of the NAACP. I happen to be vice president of a restaurant firm. They have asked me if I would head the Freedom Fund for this year - their campaign - and I said yes. I just don't believe in being a person who signs his name to letters. If I am going to do something, I like to get in and do the job that I think can be done by actually applying myself.
So, if we are going to talk about, actually, the workings of - what the money is going to be used for, that is hard to say. I don't touch the money; I don't see it when it goes in. I have nothing to do with it.

Mr. Van der Linden: Of course, your name is being used to promote the campaign and secure money.

Mr. Robinson: That is right.

Mr. Van der Linden: And, of course, it would be of public interest to someone who is going to contribute to know whether the money would be used to hire lawyers, or to press for lobbying, say, for civil rights bills. I assume you favor the civil rights bill?

Mr. Robinson: I certainly do. The money, the way I see it, is going to be used in our fight to achieve first-class citizenship. We have had to, through legal means all of these years, go through the courts to get the things that are rightfully ours under the Constitution. We haven't picked up arms to do anything to achieve the rights that belong to us; we have done it legally through the courts. Money is needed to hire lawyers to handle these specific cases. I would imagine they are going to use a considerable amount of money. I don't know whether the Freedom Fund is used for lawyers or whether it goes through the other branch that they have.

Mr. Lawrence: I would like to return, if I might, to this reserve clause business a moment. In defending it, or saying it was necessary as you saw it, you cited the case of the closing days of a pennant race where a club with a chance to win might buy up all the players. Isn't that handled rather by the deadline on buying and trading players rather than by the reserve clause?

Mr. Robinson: If the reserve clause wasn't there, I think that they would be able to do so. I think that is one of the protections that the club owners are using the reserve clause for.

Mr. Lawrence: Doesn't the league lay down the date beyond which you may not buy a player and use him, or you may not trade after a certain date?

Mr. Robinson: Buying, I don't know - it is September 30 for buying of players; that is correct.

Mr. Lawrence: If that kind of control could be exercised so that you would avoid this problem of one club buying up all the talent, you know, towards the end of the season, what would be the defense of the reserve clause in the winter time when a ball player would have a better chance to move from some eighth place outfit that isn't making any money to a club that is in the contention and is drawing enough patrons that it can afford to pay him a decent salary?
Mr. Robinson: It is just simply that there are a lot of club owners, in my opinion, who could not compete in that market if they threw it open for actually bidding for services of all ball players. I think most clubs in the American League today have enough trouble competing with the Yankees without worrying about their finances, too.

In the National League where you have a ball club like Milwaukee, if they could get one man that would insure them the pennant, they draw so very, very well that they could do so - I am just using this as an example. I do not say they would do this, but they could in the winter time. They start figuring "How can we improve our ball club during the winter?" They would bid for ball players during the winter that would virtually assure them of a pennant during the next year, whereas, a ball club that hasn't been going well and hasn't been taking in money couldn't compete in that market, and fellows who are in baseball for the love of the game - I know very few of them.

Mr. Lawrence: Let's translate that to the player, though. We can't get much out of it as long as he is stuck with - I won't use the name, but the 8th place club that frequents this town - why shouldn't he have a chance to go out?

Mr. Robinson: I agree. I wish that there was some way that they could do something about it, but I doubt very seriously if everybody tried to get on the Yankee ball club that many people would come out the next year to see the ball game, if they were going to run away with it any more than they do now.

Mr. Spivak: Mr. Robinson, before your trade was announced, did the Dodgers discuss this with you at all? Were you sold and then told, or was this discussed with you, or were you just treated as a chattel and told where to go?

Mr. Robinson: I was told where to go.

Mr. Spivak: No discussion?

Mr. Robinson: No.

Mr. Spivak: Nobody discussed this with you; nobody asked you whether you would like to go or anything?

Mr. Robinson: No.

Mr. Spivak: Do you think that is a good system?

Mr. Robinson: I think it is until something better comes along. I don't know what the answer would be there. Frankly, I haven't given it too much thought because we, as ball players, have
been under this rule for so long that we have accepted it in most part. I agree that if there was a vote taken that most of them would probably go along until something came along that was better.

Mr. Spivak: Why should baseball be any different from life? If you make a contract in business, and you are not satisfactory, and your company is not satisfactory, after the period of your contract you can go where you want and do as you please? Why shouldn't there be a system like that? A contract, yes - if a baseball club wants to sign a man up for five years and pay him a certain amount and take that obligation, fine.

Mr. Robinson: Mr. Spivak, I don't know why I'm defending this reserve clause; really, I don't know why I am doing it, so, I will just say here, for the players' benefit certainly something should be done, but I hope it doesn't have to be done through the courts. I hope that the baseball owners will think enough of the ball players themselves to say, "Well, I'm going to do something for the players besides selling them whenever I can - maybe giving them a piece of the money when they are sold." I hope it's done that way rather than through the courts.

Mr. Spivak: You do feel that something ought to be done about it.

Mr. Robinson: Definitely, I think something should be done.

Mr. Spivak: I would like to switch, if I might, to another subject. You have become one of the leaders of your race. The rate of crime in the Negro race is much greater than the rate in the population as a whole. I know a good deal of the responsibility is on the white people, who have treated the Negro the way they have during these past years, but what do you see as the responsibility of the Negro himself and, maybe, of the NAACP in this area?

Mr. Robinson: It is a question that certainly should be pressing in the minds of all of us. I hope that the NAACP and all groups that are interested in that, not only in the Negro but in America, will try to do something for this particular problem. I think, and I agree with you, if I can interpret what you are saying, that the Negro himself has a responsibility, here. As you say - and I agree also - a lot of it is due to the lack of opportunities that we have had, but I think it is the obligation of the Negro leaders, not only to seek their rights as first-class citizens, but, also, to impress upon all of our people that it is very important that they cut down anything that brings discredit to us.

Mr. Spivak: How do you answer those people who insist that the NAACP is moving very, very fast to get the rights for the Negro but seems to be doing not enough to impress upon the Negro his own responsibility as he gets these rights?
Mr. Robinson: When they say that the NAACP is moving too fast - you know, I heard that, Mr. Spivak, when I was out in Pasadena, California, trying to get into the YMCA: Take your time. Be patient. Patience is fine. I think if we go back and check our record, the Negro has proven beyond a doubt that we have been more than patient in seeking our rights as American citizens. "Be patient," I was told as a kid. I keep hearing that today, "Let's be patient; let's take our time; things will come." It seems to me, the Civil War has been over about 93 years; if that isn't patience, I don't know what is.

I agree, also, that perhaps we should emphasize the importance of cutting down upon the rate of crime. There is too much, but again we've got to understand that a lot of people are oppressed, and they run into these situations because of their surroundings. It is our responsibility as much as it is anyone else's, but I must remind - this is my own opinion - I think it is not only the Negro's obligation, but it is every American citizen's obligation, that if the Negro rate of crime is to great, then we should try to do something about it, not as Negroes but as Americans.

Mr. Simpson: You have been quoted several times as saying that you do not miss baseball. Is that because you have such a wonderful position and everything, or did you have any bad moments in baseball, or was baseball at the end of your career just a chore for you?

Mr. Robinson: Now, which one do we want to start with first?

Mr. Simpson: Let's start at the end: Did you enjoy your baseball career?

Mr. Robinson: I enjoyed my baseball career tremendously up through the years. I enjoyed it very much.

Mr. Simpson: In other words, you would recommend it as a career for someone else in spite of this reserve clause and all the rest of it?

Mr. Robinson: My little boy wants to play baseball, and I am going to help him in every way that I possibly can. I think it is a great game for youngsters. It gives them a chance to meet and know people of all faiths, and I think that is something that everyone should get an opportunity of doing.

Mr. Simpson: You were the first Negro in baseball. Now that you are out, are you satisfied with the Negro's position in baseball and in professional sports?

Mr. Robinson: Oh, no, I am never satisfied; let's face it.

Mr. Simpson: What are you facing now, if you are not satisfied? What do you think should be done, or must be done, that is not being done?
Mr. Robinson: Well, I don't know -

Mr. Simpson: Do you think anyone is being denied playing in professional sports?

Mr. Robinson: Not today; not in baseball; I will put it that way - not in baseball. I think they are in golf, but in baseball I think if a person has the ability to make the major league, he will be able to get there on ability alone. I think that is what nine out of ten of the major league owners are looking for, ability and ability alone.

Mr. Simpson: Golf is the only sport that you would put your finger on as one that does not allow an equal chance?

Mr. Robinson: I would say golf. In the over-all picture there are cases where Negroes are allowed to participate in the golf tournaments, but in the great majority of tournaments they are not allowed.

Mr. Brooks: You mentioned the circumstances under which you were notified that you were to be traded to the New York Giants. Hadn't you at the time made up your mind that you were going to retire this year?

Mr. Robinson: I had. As a matter of fact, I had placed a call to Mr. Bavasi, I got his secretary two days before I made my decision, or my final decision. My reason for calling Mr. Bavasi was to tell him not to get rid of Randy Jackson, that I wasn't sure what I would do the next year.

Mr. Brooks: But you had certain commitments that didn't enable you to tell the Dodgers that you were going to retire, isn't that true?

Mr. Robinson: That is correct.

Mr. Van der Linden: Mr. Robinson, you said a few minutes ago that you favored the Civil Rights Bill. There have been some amendments offered to the bill. Do you know of any reason why Congress should not adopt the proposed amendment which would give a jury trial to anyone who is accused under that bill?

Mr. Robinson: I know very little about that bill, Mr. Van der Linden.

Mr. Van der Linden: As an individual, yourself, if you should happen to be accused in any court case, on any matter, would you prefer to have a jury trial?

Mr. Robinson: I think I would, yes, as an individual, yes.
Mr. Spivak: Mr. Robinson, the Brooklyn Dodgers hired a clown, recently, for this season. Is that an indication that they don't think their ball team is going to keep the people interested?

Mr. Robinson: I hope not. I think that the Brooklyn Baseball Club will be a very, very interesting one this year. I think their pitching is as good as there is in baseball, and when you have good pitching, you have an interesting ball team.

Mr. Spivak: Sports Illustrated, I think, last week referred to them as a "team of old and ailing players." Do you think they are not too old and too ailing to win this pennant again, as you predicted?

Mr. Robinson: I certainly don't think so. I think when you have fellows on the ball club like Pee Wee Reese, for instance - I think Pee Wee is perhaps the oldest player outside of the pitchers on the ball club - even when he is ailing and hurting, he is out there playing better baseball than a lot of the younger fellows, so, therefore, he is able to do a good job. I think his leadership will enable them to do a good job again.

Mr. Spivak: May I ask you a personal question?

Mr. Robinson: Indeed.

Mr. Spivak: You seen so calm and gentle here today. How did you get your reputation for being so "tart-tongued" and "terrible-tempered?"

Mr. Robinson: I don't know, Mr. Spivak, very frankly. I am calm; I like to be calm. When I am playing baseball, I give it all that I have on the ball field. When the ball game is over, I certainly don't take it home. My little girl who is sitting out there wouldn't know the difference between a third strike and a foul ball. We don't talk about baseball at home. I finish any game, give it all I have, but I don't take it home.

Mr. Spivak: Is it the game itself that stirred up the competitive spirit or was it partly the way you were treated as the first Negro in baseball that resulted in your so-called tart tongue and terrible temper?

Mr. Robinson: Oh, indeed not. Mr. Spivak, I can say this honestly; things weren't as bad as a lot of people would have liked to have made them out to be. I received very, very fine treatment in most cases. So, therefore, my activities on the ball field had absolutely nothing to do with the way that I conducted myself at any time.

Mr. Brooks: I am sorry to have to interrupt, but I see our time is up.
Our sincere thanks to Jackie Robinson, and before closing I would like to call your special attention to next week's program. Our guest will be Vladimir Poremsky, the head of the Russian underground called the NTS, and it is known by Soviet intelligence agents as the most dangerous enemy to the Soviet regime.

Again, thank you very much, Jackie Robinson, for being with us; now here is our announcer.
#8 Image: Jackie Robinson and His Family
http://memory.loc.gov/pnp/ppmsc/00000/00046r.jpg
#9 Image: Hank Aaron standing in front of his locker with misspelled name in the Milwaukee Braves locker room

http://www.loc.gov/pictures/item/2008679054/
#10 Image: St. Louis Brown's pitcher Satchel Paige
http://www.loc.gov/pictures/item/2008680355/
#11 Image: Willie Mays, standing, wearing baseball uniform, with arm around shoulders of Roy Campanella, seated
http://www.loc.gov/pictures/item/94510942/
#12 Image of Effa Manley
http://baseballhall.org/sites/default/files/imagecache/hof_headshot/hof/photos/headshot_506633_0.jpg
#13 Cooperstown, NY

http://www.loc.gov/item/75694761
#14 Group portrait of Negro National League's Chicago American Giants
#15 Baseball Hall of Fame Class of 2006

http://baseballhall.org/hall-famers/members/searchable-data?lname=&cat=All&negro=All&pos=All&team=&state=All&class%5Bvalue%5D%5Byear%5D=2006&class%5Bvalue%5D%5Bmonth%5D=0&class%5Bvalue%5D%5Bday%5D=0&class%5Bvalue%5D%5Bhour%5D=0&class%5Bvalue%5D%5Bminute%5D=0&class%5Bvalue%5D%5Bsecond%5D=0

## Hall of Famers

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Appendix 2:

**Books**

**Websites**
1. Learning to Give: Jackie Robinson a black hero
   Multiple resources for teachers to use in the classroom when teaching about Jackie Robinson. This website includes information about cross-curricular connections, lesson plans, lesson objectives, resources, and activities.
2. National Archives: Teaching with Documents
   Primary documents for teacher to use in the classroom including: telegrams and letters to multiple presidents, photographs, and quotes from Jackie Robinson
3. PBS- Baseball: Crossing the Line: Jackie Robinson
   This is a website designed for teachers and a whole unit over baseball. All of the subject areas are covered so students are able to learn those subject areas and learn more about the history of the game. There is a special lesson plan for Jackie Robinson included in the unit. Website includes activities for students as well.
4. History Channel- Jackie Robinson
This includes a high quality overview of visual text for students to read about Jackie Robinson. There are also different links to audio and visuals for students to enjoy of Jackie and announcers talking.

http://www.history.com/topics/jackie-robinson

5. Major League Baseball: History- Negro Leagues
   This website provides information about “The Stars” of the Negro League. It includes biographies on players as well as other influential people of the Negro League.
   http://mlb.mlb.com/mlb/history/mlb_negro_leagues.jsp

6. A Look at Life in the Negro Leagues
   This website was developed by the College of Education at Kansas State University, to provide information from different perspectives about the Negro League.
   http://www.coe.ksu.edu/nlbm/

7. A Whole New Ball Game
   This is a YouTube video that talks about how Jackie Robinson broke the color barrier, along with the new era of baseball that followed the breaking of the color barrier.
   http://www.youtube.com/watch?v=HYa1qe1eldY