

African American Trailblazers

Field Trip/Distance Learning Program



Instructions:

Please use the following lesson to help prepare your students for a more meaningful and interactive educational experience.

“Field Trip/Distance Learning” Experience Outline:

5 minutes – Welcome

25 minutes – Discussion on African American Pioneers in Pro Football

10 minutes – “Black Star Rising” Video

10 minutes – Question and Answers



Subject: Language Arts, History, Technology and Visual Arts

Lesson Title: African American Trailblazers

Goals/Objectives:

- To help students understand the contributions of African American football pioneers.
- Students use the Internet as a tool for finding and gathering information.
- Students use information gathered to give an oral presentation about a chosen African American football pioneer.

National Standards met:

- **Language Arts:** 1-Comprehend, interpret, evaluate, and appreciate texts; 7-Conduct research and gather, evaluate and synthesize data; 4 - Communicate effectively
- **History:** 1-Chronological thinking
- **Technology:** 3-Research and Information Fluency 6-Technology operation and concepts;
- **Visual Arts:** 1-Understanding and applying media, techniques, and processes; 4- Understanding the visual arts in relation to history and cultures

Methods/Procedures:

Pre-Visit Activity

- Before the “field trip or distance learning” experience, students will go to the Pro Football Hall of Fame website at Profootballhof.com. Click on the “History of Pro Football” tab and then click on “History Index,” and locate the story called “African Americans in Pro Football.”
- Scan the list of “Firsts” by African Americans in Pro Football.
- Students fill in the timeline (page 4) of events they deem significant. Students can also fill in other events that took place during those times (i.e. Great Depression, Civil Rights Movement, etc.)
- Students will be asked to choose one African American pioneer to research. Students should then begin searching for information about their chosen African American football pioneer.
- Teacher should instruct students to examine the social and historical time period in which these men lived and worked. Teacher should also advise students to not only focus on the man’s contributions to football, but also his contributions in other areas of his life. For example, the first African American head coach, Fritz Pollard, also became a successful entrepreneur.
- Students should take detailed notes about the man they have chosen. (To prevent plagiarism, teacher can require students to provide a print out of all sources used.



Depending on the grade level, students could even be required to complete a Works Cited Page and use MLA or APA documentation within the text of the essay.)

Visit Goals/Objectives

- During the “field trip or distance learning” experience, students will be given a historical overview of African Americans in professional football by examining the period from 1904 to modern day players in the NFL.
- Students will discuss how pro football pioneers not only broke color barriers on the field but helped break color barriers off the field as well.
- Students should take notes during the interaction with the Hall of Fame. Students can use this information during their post-visit activity. If the school is on a field trip, more information can be used from the exhibits during the tour.

Post-Visit Activity

- After the “field trip or distance learning” experience, using the information gathered from your preliminary research and your Hall of Fame experience, students will present the information on their chosen African American pioneer in one of three ways; a PowerPoint, written report, or a Showboard visual tri-fold.
- More research should be completed if students do not have enough information. Students should use the Hall of Fame presentation not only for direct information for their report, but for more research ideas for their chosen pioneer.
- The presentation can be done with their classmates or the entire school.

Materials:

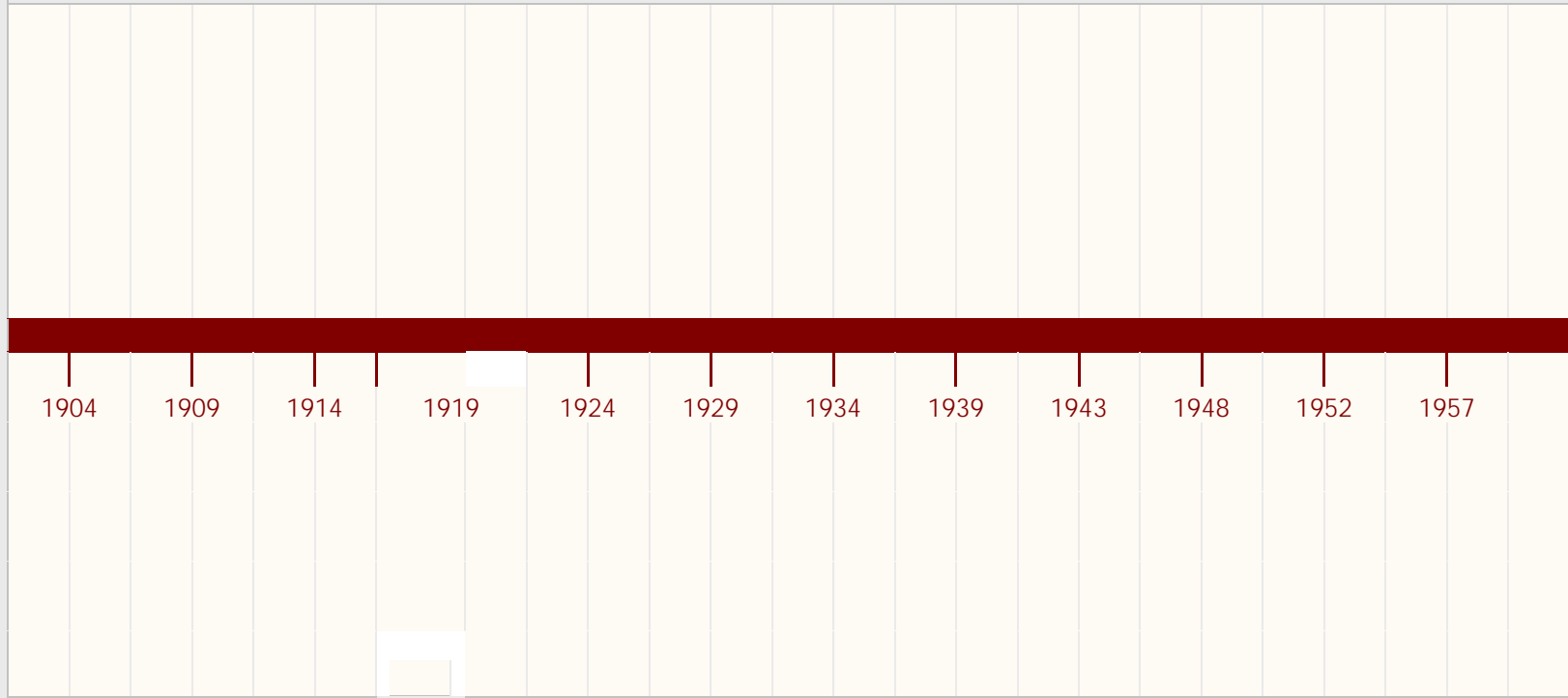
- PowerPoint
- Rubric (page 6)
- Paper
- Showboard (page 5)
- Profootballhof.com
- Books, magazines, internet, and other informational resources for research

Assessment:

- Students will receive feedback from their peers regarding effectiveness of their biographies and presentations.
- Teacher can also assess student learning during the post-field class discussion.
- The teacher can use a rubric to score each essay.



African American Pioneers



African American Pioneers Project

D O C U M E N T S	Bio Of Pioneer	Pioneer's Name		Football 1 Career
		Pictures	Pictures	
		Football Experiences		
		Artifacts		

Name

Period(s)



Storyboard- multimedia : African-American Pioneers

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Use of Time	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Required Elements	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements were missing from the storyboard.

