

The Kansas Comet's Roommate

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 Gale Sayers and Brian Piccolo

10 minutes – “Black Star Rising” Video

10 minutes – Question and Answers



Subject: History, Language Arts, Character Education

Lesson Title: The Kansas Comet's Roommate

Goals/Objectives:

- Create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint displays and artifacts) to communicate their discoveries.
- Students use a variety of technological and informational resources (e.g., video, displays, databases) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Students use spoken, written and visual language to accomplish their own purpose (e.g., for learning, enjoyment, persuasion and exchange of information).
- Students will identify the basis for the respect they feel for someone of a different race or culture and provide an opportunity to demonstrate tolerance for people with different beliefs, practices and appearances.

**Please note and point out to students that current thought in anthropology is that there is no such thing as "race."*

National Standards met:

- **History:** 1-Chronological thinking; 5-Historical issues-analysis and decision-making
- **Language Arts:** 3-Comprehend, interpret, evaluate, and appreciate texts; 4-Communicate effectively; 8-Use a variety of technological and information resources; 12-Use spoken, written, and visual language

Methods/Procedures:

Pre-Visit Activity

- Before the "field trip or distance learning" experience, students will read *Brian's Song* in either the play or novel version as a class and discuss the two protagonists (Gale Sayers, Brian Piccolo) in detail and their relationship. Students should take notes of the discussion.
- If reading the book cannot be accomplished, have the students use various sources to research information about the movie, Gale Sayers, and Brian Piccolo. Sources such as:
 - http://espn.go.com/classic/biography/s/Piccolo_Brian.html
 - <http://www.bearshistory.com/lore/brianpiccolo.aspx>
 - http://www.wfu.edu/history/HST_WFU/piccolo.htm
- Teachers may choose to have the students watch the movie as well.



Visit Goals/Objectives

- During the “field trip or distance learning” experience, students will:
 - Discuss the story of Gale Sayers and Brian Piccolo.
 - Examine similarities and differences between the two during their careers with the Chicago Bears.
 - Examine the social climate of the NFL during those tumultuous times (1960s and 1970s).
 - Examine how character qualities contributed to their relationship and in dealing with the adversity they faced on and off the field.
 - Examine how the same characteristics of Gale and Brian or any Hall of Famer can be applied to everyday life to help students achieve their fullest potential.
- Students should take notes of the discussion.

Post-Visit Activity

- After the “field trip or distance learning” experience, students will view the Emmy winning movie, *Brian’s Song* starring James Caan and Billy Dee Williams. Teachers should highlight for students the specific scene where Gale is called into Coach Halas’ office and asked if he can handle rooming with Brian and all the public outrage that will result from one of the first black/white rooming arrangements in the NFL. This scene is approximately 30 minutes into the video.
- After viewing the movie, students, using the Venn diagram (page 4), should compare similarities and differences between Gale Sayers and Brian Piccolo. This can be done individually or as a class. If as a class, place these in the front of the class for the entire class to view.
- Using the information gathered during the pre-visit activities and from the interaction with the Hall of Fame, students will complete a report on Brian Piccolo and Gale Sayers. Students may choose to write this about anything from the social implications involved with being one of the first white-black roommates to the character traits displayed by Brian and Gale. This information can then be presented to the class.
- Students will also complete Shattering Stereotypes (page 5) and discuss their answers with the teacher in class.

Materials:

- *Brian’s Song* (play or novel version. . .author, William Blinn. . .Bantam Books Play version also available in Elements of Literature by Holt, Rinehart And Winston)
- Video of *Brian’s Song* (available for rent and/or purchase. . .Columbia Pictures DVD and VHS)
- Venn Diagram
- Shattering Stereotypes Worksheet
- Access to the Internet
- Access to HOF’s website at Profootballhof.com

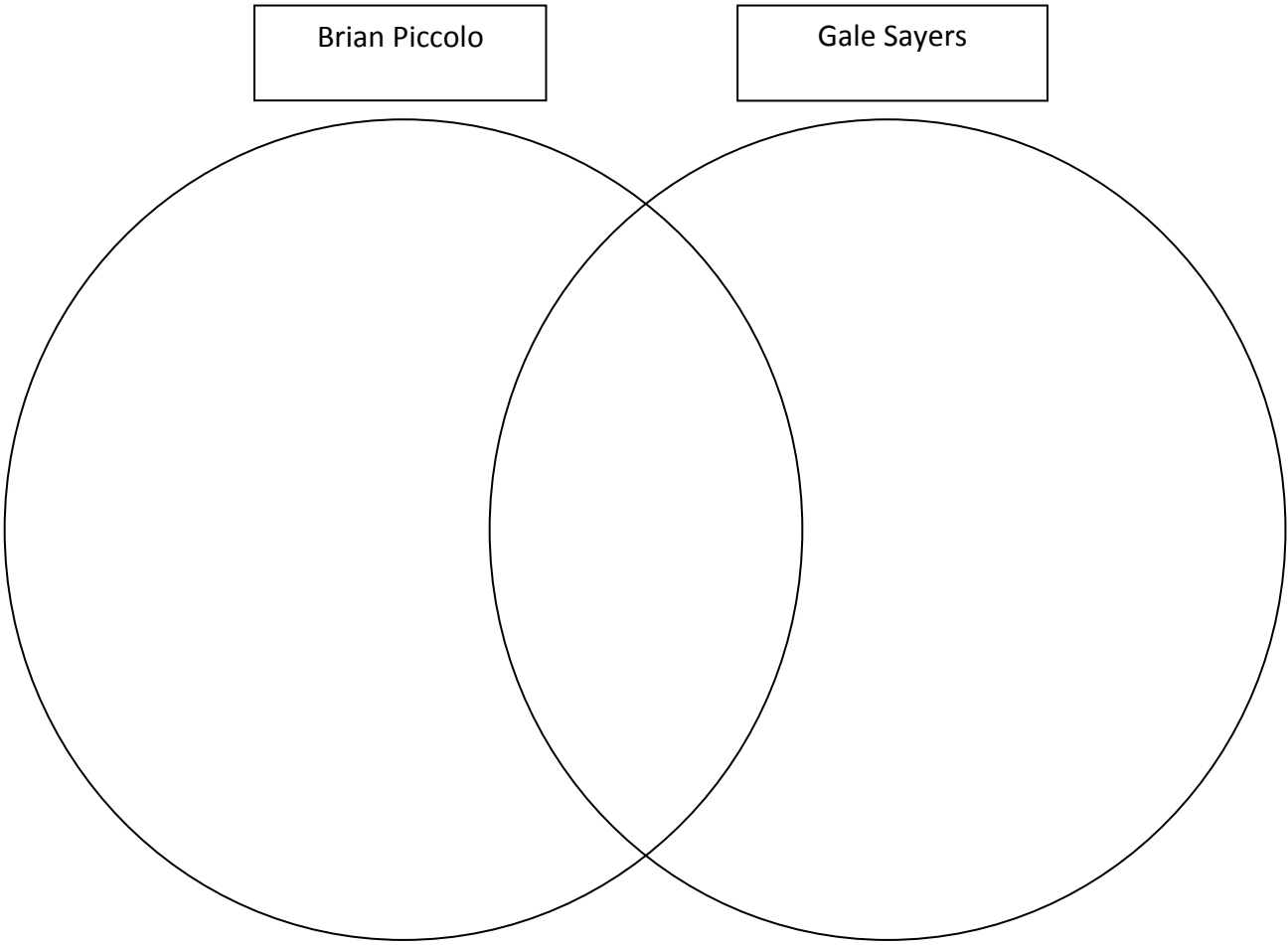
Assessment:

- Students will individually or as a class compile and submit a list of the similarities and differences between Gale and Brian.



- As a final culminating activity, students will complete “Shattering Stereotypes” and discuss results with the teacher and classmates.
- Students will complete a report on Gale and Brian.

Gale Sayers and Brian Piccolo
Comparison – Venn Diagram



Shattering Stereotypes

Experience Sheet

As a class, come up with a definition for the word stereotype. Post this in the front of the class for everyone to see. Teachers can have students come up with their own definition or use a definition from a dictionary.

Using this definition, each student should list five examples of a stereotype:

- 1.
- 2.
- 3.
- 4.
- 5.

As a class, discuss the different stereotypes that students have listed.

Now, each student should identify at least one person for each stereotype they listed who doesn't fit the stereotype and explain why. It can be someone they know or someone famous. Students should then share their answers with classmates. Teachers can facilitate an open discussion.

