

# African American Trailblazers

*Field Trip/Video Conferencing Program*



## **“Field Trip/Video Conferencing” Experience Outline:**

10 minutes – Welcome/Mission/Vision/Values

30 minutes – Discussion/Videos on African American Trailblazers in Pro Football

10 minutes – Question and Answers

## **Instructions:**

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



# **Subject:** Language Arts, History, Technology, Visual Arts

## **Lesson Title:** African American Trailblazers

### **Goals/Objectives:**

- To help students understand the contributions of African American football trailblazers.
- 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.

### **Common Core Standards Met:**

- **Language Arts:**
  - Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9)
  - Reading Foundational Skills (CCSS.ELA-LITERACY.RF.[grade level].4)
  - Writing (CCSS.ELA-LITERACY.W.[grade level].1-9)
  - Speaking and Listening (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)
  - Language (CCSS.ELA-LITERACY.L.[grade level].1-3)

### **National Standards Met:**

- **US History 5th-12th Grade:** Era 7: The Emergence of Modern America (1890-1930); Era 8: The Great Depression and World War II (1929-1945); Era 9: Postwar United States (1945 to early 1970s); Era 10: Contemporary United States (1968-Present)
- **Technology:** 1-Empowered Learner; 2-Digital Citizenship; 3-Knowledge Constructor
- **Visual Arts:** Performing/Presenting/Producing: 4 – Select, analyze and interpret artistic work for presentation; 5 – Develop and refine artistic techniques and work for presentation; 6 – Convey meaning through presentation of artistic work. Connecting: 11 – Relate artistic ideas and works with societal, cultural and historic context to deepen understanding.

### **Methods/Procedures:**

#### **Prior to Program**

- Students will go to the Pro Football Hall of Fame website and use the following stories as resources:
  - <http://www.profootballhof.com/news/african-american-pioneers/>
  - <http://www.profootballhof.com/news/permanent-reintegration-of-pro-football/>
  - <http://www.profootballhof.com/news/charles-follis-led-early-black-pioneers-in-pro-football/>
- Students will take notes from this page answering questions like:



- Who was the first to play in the “Pre-NFL” years?
- Who were the first to play in the NFL?
- Who were the four players that permanently broke the color barrier in 1946?
- Who was the first to be elected into the Pro Football Hall of Fame?
- Students can also use other resources to find more information:
  - <http://www.nfl.com/news/story/0ap3000000392534/article/forgotten-four-artfully-depicts-pro-football-integration-in-1946>
- Students fill in the timeline (page 5) from the notes they took with 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 (i.e. Fritz Pollard) or a historic moment (ex. the permanent integration of professional football) to research. Students should then begin searching for information about their chosen African American football pioneer or historic moment.
- Teacher should instruct students to examine the social and historical time period in which these men lived or the historic moment occurred. Teacher should also advise students to focus not only on these men’s contributions to football, but also their contributions in other areas of life. For example, Fritz Pollard also became a successful entrepreneur.
- Students should take detailed notes about the man or historic moment 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).
- Students should compile a list of questions to be asked during the program.

### **During the Program**

- Students will:
  - Learn about the Mission/Vision/Values of the Pro Football Hall of Fame.
  - Be given a historical overview of African Americans in professional football by examining the period from 1904 to modern day players in the NFL.
  - Discuss how pro football trailblazers not only broke color barriers on the field but helped break color barriers off the field as well.
  - Complete the African American Trailblazers worksheet provided (pages 6-7). Students can use this information during their post-program activity.
- If the school is on a field trip, more information can be used from the exhibits during the tour.



## After the Program

- Using the information gathered from your preliminary research and their Hall of Fame experience, students will present the information on their chosen African American pioneer or historic moment (PowerPoint, Prezi, show board, student wiki, etc).
- 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 or historic moment.
- The presentation can be done with their classmates or the entire school.

## Materials:

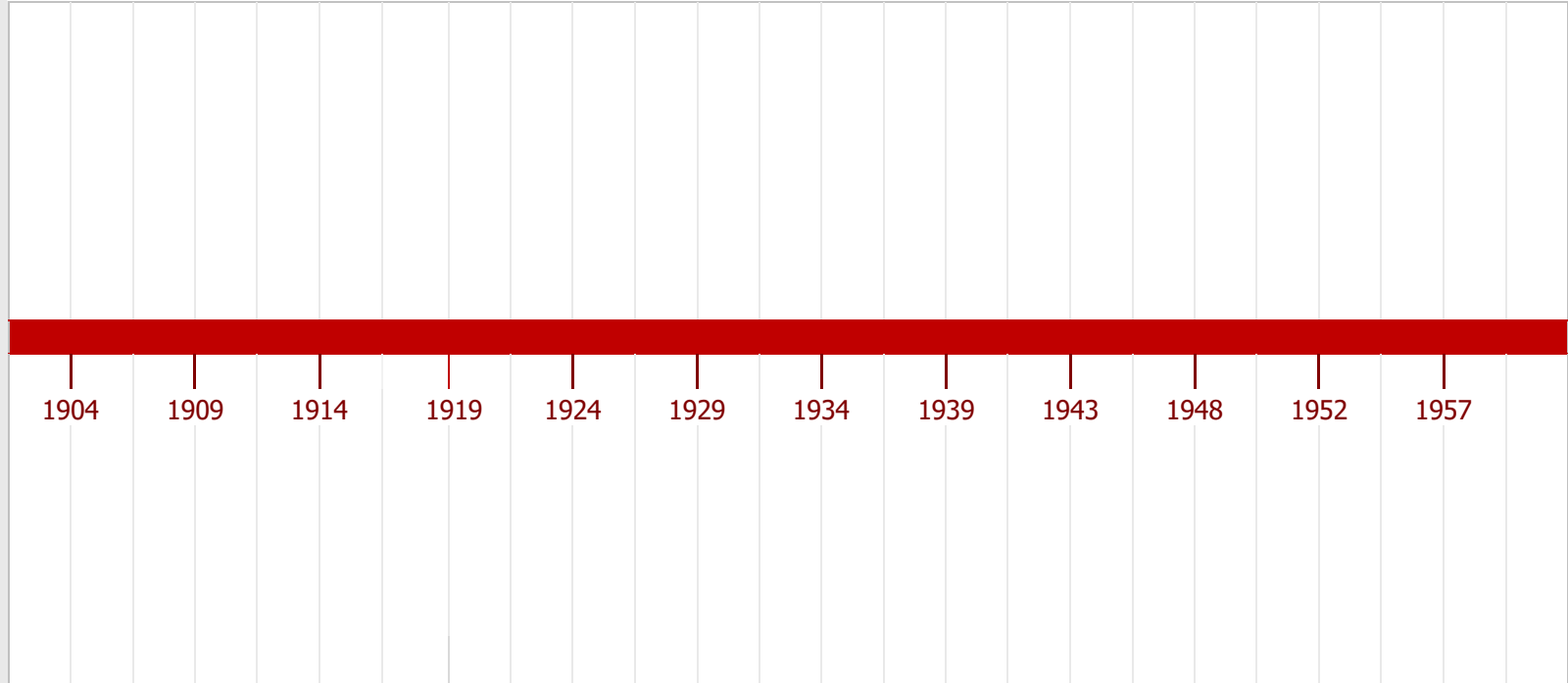
- Timeline (page 5)
- Worksheet (pages 6-7)
- Presentation Medium:
  - Show board (page 8)
  - PowerPoint
  - Prezi
- Rubric (page 9)
- Internet Access:
  - <http://www.profootballhof.com/news/african-american-pioneers/>
  - <http://www.profootballhof.com/news/charles-follis-led-early-black-pioneers-in-pro-football/>
  - <http://www.profootballhof.com/news/permanent-reintegration-of-pro-football/>
  - <http://www.nfl.com/news/story/0ap3000000392534/article/forgotten-four-artfully-depicts-pro-football-integration-in-1946>
- 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 Trailblazers



**Student's Name:** \_\_\_\_\_

### **African American Trailblazers Summary Sheet**

**Give five facts reported in the presentation.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**What did you learn from the presentation?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# African American Trailblazers Project

D O C U M E N T S	Bio Of Trailblazer	Trailblazer's Name or Moment		Football Career
		Pictures	Pictures	
		Football Experiences		
		Artifacts		

Name
_____
_____
Period(s)
_____





## Show Board Rubric

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Clarity and Neatness</b>	Show board is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Show board 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.	Show board is difficult to read with rough drawings and labels. It would be difficult for another person to create this presentation without asking lots of questions.	Show board is difficult 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.
<b>Use of Time</b>	Used time well during each class period (as shown by teacher observation and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by teacher observation and documentation of progress in journal) with no adult reminders.	Used time well (as shown by teacher observation and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by teacher observation and documentation of progress in journal) in spite of several adult reminders to do so.
<b>Spelling &amp; Grammar</b>	No spelling or grammatical mistakes on show board with lots of text.	No spelling or grammatical mistakes on a show board with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the show board.
<b>Content</b>	All content is in the student's own words and is accurate.	Almost all content is in the student's own words and is accurate.	At least half of the content is in the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
<b>Required Elements</b>	Show board included all required elements as well as a few additional elements.	Show board included all required elements and one additional element.	Show board included all required elements.	One or more required elements were missing from the show board.

