

# The Kansas Comet's Roommate

*Field Trip/Video Conference Program*



## **"Field Trip/Video Conference" Experience Outline:**

10 minutes – Welcome/Mission/Vision/Values

30 minutes – Discussion/Videos on Gale Sayers and Brian Piccolo

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:** History, Language Arts, Technology, Character Education

## **Lesson Title:** The Kansas Comet's Roommate

### **Goals/Objectives:**

- Students will:
  - Create, critique and discuss print and non-print texts.
  - 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 non-print displays and artifacts) to communicate their discoveries.
  - Use a variety of technological and informational resources (e.g., video, displays, databases) to gather and synthesize information and to create and communicate knowledge.
  - Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
  - Use spoken, written and visual language to accomplish their own purpose (e.g., for learning, enjoyment, persuasion and exchange of information).
  - 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.

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

- **Language Art:** Reading Informational Text; Reading Foundational Skills; Writing; Speaking and Listening; Language

### **National Standards Met:**

- **US History 5th-12th Grade:** Era 9: Postwar United States (1945 to early 1970s); Era 10: Contemporary United States (1968-Present)
- **Technology:** Basic Operations and Concepts; Technology Communication Tools; Technology Research Tools

### **Methods/Procedures:**

#### **Prior to Program**

- Students will read *Brian's Song* in the paperback 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 from sources such as:
  - [ProFootballHOF.com](http://ProFootballHOF.com)
  - [http://espn.go.com/classic/biography/s/Piccolo\\_Brian.html](http://espn.go.com/classic/biography/s/Piccolo_Brian.html)
  - <http://www.bearshistory.com/lore/brianpiccolo.aspx>
  - <https://www.brianpiccolofund.org/>



- 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's 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 thirty (30) minutes into the video. Students should take notes about this movie.
- Using the Venn diagram (page 5), students 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.
- 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.
  - 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 will complete the "Kansas Comet's Roommate" worksheet provided (pages 6-7). Students can use this information during their post-program activity.

### **After the Program**

- Students will complete Shattering Stereotypes (page 8) and discuss their answers with the teacher in class.
- Using the information gathered during the pre-program 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 the first white-black roommates to the character traits displayed by Brian and Gale. This information can then be presented to the class (PowerPoint, show board, student wiki, etc).



## 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* – old and new version
- Presentation medium:
  - Show board
  - PowerPoint
  - Prezi
- Worksheets (pages 5-8)
- Internet sources such as:
  - [ProFootballHOF.com](http://ProFootballHOF.com)
  - [http://espn.go.com/classic/biography/s/Piccolo\\_Brian.html](http://espn.go.com/classic/biography/s/Piccolo_Brian.html)
  - <http://www.bearshistory.com/lore/brianpiccolo.aspx>
  - <https://www.brianpiccolofund.org/>

## Assessment:

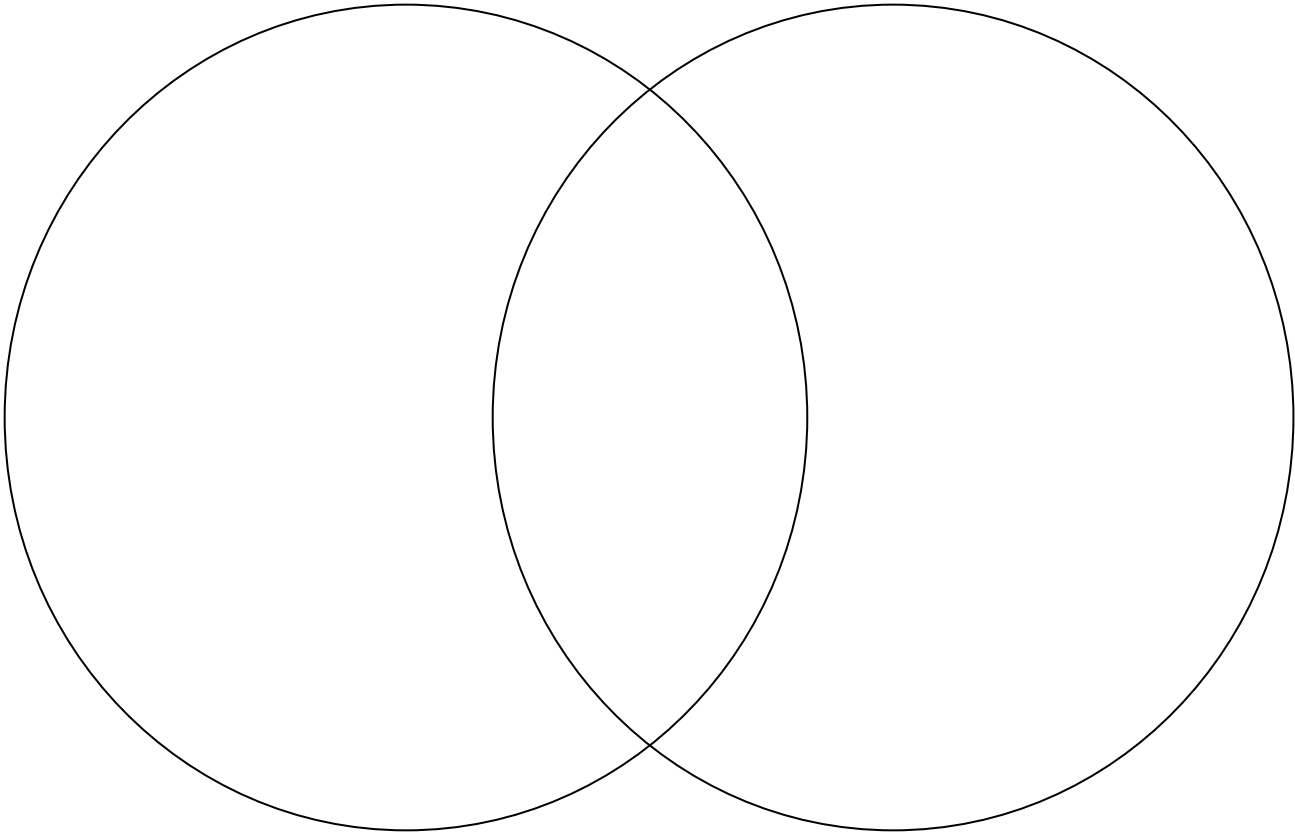
- Students will (individually or as a class) compile and submit a list of the similarities and differences between Gale and Brian.
- As a final culminating activity, students will complete “Shattering Stereotypes” and discuss results with the teacher and classmates.
- Students will complete a report on Gale and Brian.



Gale Sayers and Brian Piccolo  
Comparison – Venn Diagram

Brian Piccolo

Gale Sayers



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

### The Kansas Comet's Roommate Summary Sheet

Give five facts reported in the presentation.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

What did you learn from the presentation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# 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.

