

African American Trailblazers

Field Trip/Virtual Field Trip Program



General Description / Overview

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

Desired Outcome Alignment
Subject / Content Area <ul style="list-style-type: none">- Language Arts- History- Technology- Visual Arts
Common Core Academic Standards Language Arts: <ul style="list-style-type: none">- Reading Informational Text- Reading Foundational Skills- Writing- Speaking and Listening- Language
National Academic Standards: <ul style="list-style-type: none">- U.S. History 5th-12th Grade: Era 7: The Emergence of Modern America (1890-1930); Era 8: The Great Depression and World War II (1920-1945); Era 9: Postwar United States (1945 to early 1970s); Era 10: Contemporary United States (1968- Present)- Technology: 1-Empowered Learner; 2-Digital Citizen; 3-Knowledge Constructor- Visual Arts: Performing/Presenting/Producing: 4-Analyze, interpret, and select 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 historical context to deepen understanding.

What will students be able to do (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.

Personalized Learning**Universal Design for Learning**

- Give students clear directions so they can fully understand what they are learning and what is given for this lesson.
- Clearly state the instructions so the students know what is needed for the assessment and activities.
- Provide all students with written directions along with the verbal directions.

Accommodations / Modifications

- Making sure the directions and criteria given are clear to understand.

This is the lesson component the instructor will complete before bringing students to the HOF for the field trip program.

Prior to the Program (5-12 School)

Time Allotted: 40 minutes

Materials/ Resources

- Timeline (page 5)
- Internet Access:
 - o <http://www.profootballhof.com/news/african-american-pioneers/>
 - o <http://www.profootballhof.com/news/charles-follis-led-early-black-pioneers-in-pro-football/>
 - o <https://www.profootballhof.com/news/2010/02/permanent-reintegration-of-pro-football/>
 - o <https://www.nfl.com/news/forgotten-four-artfully-depicts-pro-football-integration-in-194-0ap3000000392534>

Activating Prior Knowledge

- Students will take notes from this page answering questions like:
 - o Who was the first to play in the "Pre-NFL" years?
 - o Who was the first to play in the NFL?
 - o 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?

Assessment

- Students will create a timeline (page 8) from the notes they took with events they find 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.
- Students should take detailed notes about the man or historic moment they have chosen. (To prevent plagiarism, teachers can require students to provide a printout 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.

Enrichment

- Teachers should instruct students to examine the social and historical time period in which these men lived, or the historic moment occurred.
- Teachers 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.

This is the lesson component the HOF staff will complete with students at the HOF site during the field trip program.

During the Program (HOF)

Time Allotted: 50 minutes

Materials/ Resources

- Worksheet (page 5)

Activities

- (10 minutes) Welcome/Mission/Values
- (30 minutes) Discussion/Presentation and Videos on African American Trailblazers
- (10 minutes) Question and Answer

Assessment

- Discuss how pro football trailblazers not only broke color barriers on the field but helped break color barriers off the field as well.

Enrichment

Students will:

- Learn about the Mission and 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.
- If the school is on a field trip, more information can be used from the exhibits during the tour.

This is the lesson component the instructor will complete with students back at their classroom after the field trip program.

After the Program (5-12 School)

Time Allotted: 30 minutes for summary sheet. The instructor decides how much time for the assessment

Materials/ Resources

- Presentation Medium:
 - o Show board (page 7)
 - o PowerPoint
 - o Prezi, etc.
- Rubric (Page 6)
- Books, magazines, Internet, and other informational resources for research

Activities

- 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.

Assessment

- The presentation can be done with their classmates or the entire school.

Enrichment

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

Assessment Student's Name: _____

African American Trailblazers Summary Sheet

1. Give five facts reported in the presentation.
2. What did you learn from the presentation?

Show Board Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Clarity and Neatness	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.
Use of Time	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.
Spelling & Grammar	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.
Content	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.
Required Elements	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.

Bio
Of
Trailblazer

Pictures

Pictures

Football
Career

Football
Experiences

Artifacts

D
O
C
U
M
E
N
T
S

Name

Period(s)

African American Trailblazers

1904 1909 1914 1919 1924 1929 1934 1939 1943 1948 1952 1957