

The History of the Black College Football Hall of Fame and HBCUs

Field Trip/Video Conferencing Program



“Field Trip/Video Conferencing” Experience Outline:

10 minutes – Welcome/Mission/Vision/Values

30 minutes – Discussion/Videos on The History of the Black College Football Hall of Fame and HBCUs

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: The History of the Black College Football Hall of Fame and HBCUs

Goals/Objectives:

- To help students understand the history of the Black College Hall of Fame and Historically Black Colleges/Universities (HBCUs)
- Students use the Internet as a tool for finding and gathering information.

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 and Black College Football Hall of Fame website and use the following stories as resources:
 - <https://www.profootballhof.com/black-college-football-hall-of-fame-finds-permanent-home-in-canton/>
 - <https://www.profootballhof.com/black-college-football-hall-of-fame/>
 - <https://www.blackcollegefootballhof.org/releases/black-college-football-hall-of-fame-class-of-2020-announced>
- Students will take notes from this page answering questions like:
 - What is the Black College Hall of Fame?



- Why is the Black College Hall of Fame housed in Canton, Ohio?
- What is a Historically Black College/University (HBCUs)?
- Students can also use other resources to find more information:
 - <https://www.nfl.com/news/black-college-football-hall-of-fame-announces-road-to-equality-special>
 - <https://www.usatoday.com/story/sports/nfl/2019/08/27/nfl-100-ranking-top-pro-football-players-hbcu-programs/1576803001/>
- Students will be asked to choose one person from an HBCU and/or a member of the Black College Football Hall of Fame. Students should then begin searching for information about their chosen person and their respective HBCU.
- Teachers should instruct students to examine the social and historical time period, with regards to race relations, in which these men played the game and their impact to the game of football. Teachers should also advise students to focus not only on these men's contributions to football, but more importantly their contributions in other areas of life. For example, Mel Blount has committed and dedicated his life after football to impacting and influencing the lives of youth through his foundation, *Mel Blount Youth Leadership Initiative*. (<https://melblount.org/>)
- Students should also consider the college/university their selected player attended and give highlights about the school today.
- Students should take detailed notes about the person and school they selected. (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.
 - Learn about the Black College Football Hall of Fame and why it is housed in Canton, Ohio.
 - Discuss the founders of the Black College Football Hall of Fame, James Harris and Doug Williams.
 - Learn about the History of HBCUs.
 - 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 History of the Black College Football Hall of Fame and HBCUs worksheet provided (pages 5-6). 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. Students can tour the Black College Football Hall of Fame Exhibit.



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 HBCU and/or Black College Football Hall of Fame person (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:

- Worksheet (pages 5-6)
- Internet Access:
 - <https://www.profootballhof.com/black-college-football-hall-of-fame-finds-permanent-home-in-canton/>
 - <https://www.profootballhof.com/black-college-football-hall-of-fame/>
 - <https://www.blackcollegefootballhof.org/releases/black-college-football-hall-of-fame-class-of-2020-announced>
 - <https://www.nfl.com/news/black-college-football-hall-of-fame-announces-road-to-equality-special>
 - <https://www.usatoday.com/story/sports/nfl/2019/08/27/nfl-100-ranking-top-pro-football-players-hbcu-programs/1576803001/>
 - <https://melblount.org/>
- 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.



Student's Name: _____

**The History of the Black College Football Hall of Fame and HBCUs
Summary Sheet**

Give five facts reported in the presentation.

1. _____

2. _____

3. _____

4. _____

5. _____

What did you learn from the presentation?



