



Athlete Leaders of Social Change x Jackie Robinson Museum Curriculum Guide

Teaching EL's [Athlete Leaders of Social Change](#) unit and planning a visit to the Jackie Robinson Museum? Explore this curriculum guide for suggested activities or modifications to strengthen the connection between your students' Jackie Robinson instruction in your classroom and here at the Museum.

Feedback? Let us know at museum@jackierobinson.org.

Pre-visit Discussion Questions

Use these discussion questions in class or as writing prompts to help your students connect the unit texts to the content of the *Jackie's Legacy, Your Leadership* field trip experience at the Museum. These questions refer to *Promises to Keep* by Sharon Robinson and "This I Believe: Free Hearts and Minds at Work" (1953).

- Using "Signs of Hope" in *Promises to Keep*, what forms of discrimination did the Robinson family experience in their new home of Pasadena, California?
 - Connect to "Why My Father" - How did Jackie Robinson's experience growing up in Pasadena prepare him to break the color barrier in Major League Baseball?
- In "A Determined Pair" in *Promises to Keep*, Sharon Robinson talks about her dad's experience in the U.S. Army. What events or experiences during Jackie's time in the Army prepared him to stand up against racism and discrimination later in life?
- Using the information in "A Civil Rights Champion" in *Promises to Keep*, what new skills or character traits did Jackie Robinson demonstrate through his work speaking to youth groups and giving speeches after retiring from baseball?
- In "Free Minds and Hearts at Work (This I Believe)" Jackie Robinson mentions the obstacles he faced integrating Major League Baseball. What role did obstacles play in his success?
- "Signs of Hope" in *Promises to Keep*, features historical African Americans. How does learning about these figures help us understand Jackie Robinson's life experiences? Why are these historic figures important to Jackie Robinson's story?

Post-visit Discussion Questions

- What are some of Jackie Robinson's "factors for success" that you discovered while at the Jackie Robinson Museum?

- During your trip to the Jackie Robinson Museum, you discovered some of the character traits that made Jackie Robinson a leader. Together with a partner, make a list of the character traits you learned about and discuss what each one means in your own words. Which leadership traits you believe were the biggest factor in Jackie’s success. Discuss why you believe this.
- What role did Rachel Robinson play as a “factor for success” in Jackie’s life?
- What present day athlete(s) do you see as a leader of social change? How do they promote social change?
- Brainstorm steps you can take to honor your Speak Out commitment.

Field Trip Vocabulary

Review or introduce the following vocabulary words into your lessons to help your students prepare for the Museum field trip.

- | | | |
|-----------------------------|-----------------------|--|
| • Jim Crow | • Sharecropping | • Commitment |
| • Color barrier in baseball | • Humility | • Citizenship |
| • Segregation | • Leader / Leadership | • Activist |
| | • Teamwork | • Historical language referring to race like <i>Negro</i> and <i>Colored</i> |

Connecting the Curriculum to the Museum Field Trip

Module 3 Unit 1 Lessons 1-12

Pre-visit: As students do a close read and listen of *Promises to Keep*, have them keep a list of topics they would like to learn more about at the museum. This could be a list of events (i.e. *Jackie’s sports at UCLA*) or specific questions (i.e. *Why did Jackie join the Army?*) and may be kept individually (on note catcher worksheets or reading journals) or as a class on chart paper. Bring student questions or interest areas with you to the Museum.

ALL Block: Module 3 Unit 1 Week 1 (Day 2)

Pre-visit: Students use key words from their Timeline Card to complete a chart asking what they know and what they wonder about each key word. *To modify ahead of your museum visit:* in addition to using the key terms provided, students can complete the chart using key terms specific to Jackie Robinson’s life (i.e. family, sports, activism, Army) to share what they know and wonder about each new term as it pertains to Jackie’s life. To extend: consider using students’ visual representations of key terms about Jackie Robinson to create a coat of arms representing key events or values in his life. [See this template from the National Gallery of Art.](#)

Module 3 Unit 1 Lesson 12

Post-visit: Use the Unit 1 Assessment of summarizing information shared orally in relationship to ideas in an informational text to review the information shared during the Museum field trip.

Students may connect information shared by the museum educators during the tour to information conveyed in *Promises to Keep*.

ALL Block Module 3 Unit 1 Week 1 (Day 4)

Pre-Visit: In groups of two, students take turns reading aloud and discussing the meaning of a quote, from *Promises to Keep*. Individually, they write two questions they have about the quote. *To modify ahead of your museum visit:* Instead of using the quote from *Promises to Keep*, students will use Jackie Robinson’s quote “The right of every American to first-class citizenship is the most important issue of our time.”

Post Visit: In groups of three or four, students follow the ALL Independent Group Protocol to discuss one thing they learned through research and two new vocabulary words. *Modify after your museum visit* by having groups discuss something they learned during the museum field trip and two new words or concepts they learned during the trip.

Module 3 Unit 2 Lessons 2-3

Pre-visit: While doing a close read and listen of “This I Believe,” have students identify three beliefs that Robinson shares in this essay. Have students reflect on what these beliefs tell them about Robinson’s character traits.

Module 3 Unit 3 Lesson 12

Post-Visit: Students create a poster for display titled “Be an Effective Leader of Change” using factors they identified as those that contribute to the success of leaders of change. Ask students to select one of the leadership traits shared during the field trip to include in their posters.

Other Resources from the Jackie Robinson Museum

Don’t miss additional educator resources from the Jackie Robinson Museum!

- [Educator Resources](#) - Find activities and resources to complement your museum field trip or classroom instruction, including:
 - [Social Narrative](#) - Go over the Museum field trip experience with your class ahead of your visit.
 - Kahoot! Games
 - Free, downloadable [activity templates](#) to design baseball cards, pennants, and posters inspired by Jackie Robinson
 - [Reading lists](#) by grade level
- [Student and Family Resources](#), including Q&A videos with *Promises to Keep* author Sharon Robinson
- Speak Out Poster Contest – *Coming soon!*