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[WWW.KANSASCITYFED.ORG/EDUCATION/
TEACHING-ECONOMICS-WITH-BASEBALL/](http://WWW.KANSASCITYFED.ORG/EDUCATION/TEACHING-ECONOMICS-WITH-BASEBALL/)

Developed by Gigi Wolf

UNIT ONE: *BASEBALL BASICS*

MICROLESSON ONE: MARKETS, GOODS AND SERVICES



Timing: 30 minutes

Description: In this microlesson, students will identify goods and services found in the marketplace of a baseball stadium. They will also categorize images as goods or services and apply what they've learned to determine how we interact with goods, services and markets in our daily lives and community. Students show what they have learned through discussions questions.

Grade Range:
Elementary

Learning Objectives:

Students will be able to:

- Define market, goods and services.
- Distinguish between goods and services.
- Identify goods and services.
- Illustrate a good or a service.

Key Vocabulary:

- Goods – things that can satisfy people's wants
- Market – place where buyers and sellers exchange goods and/or services for money
- Services – activities that can satisfy people's wants

Materials Needed:

- Baseball Goods and Services Handout
- Baseball Goods and Services Answer Key

Introduction:

- There have been several theories about the origin of baseball.
- However, many agree that it has been played in some form over the last couple centuries and is often referred to as "America's National Pastime," according to the National Baseball Hall of Fame.
- Who has attended a baseball game?
- What types of things can we do at a baseball game?

- The food and souvenirs we can buy are called goods.
- Goods are things that can satisfy people's wants.
- When an usher helps us find our seats, that is called a service.
- Services are activities that can satisfy people's wants.
- Goods and services are bought and exchanged at markets.
- A market is a place where buyers and sellers exchange goods and services for money.
- A baseball stadium is an example of a market, where we can find goods and services related to that sport.

Activity:

- Review Baseball Goods and Services Handout and identify which pictures represent goods or services.
- Circle all of the goods and draw an X over the services.
- On the bottom of the page, write any additional goods or services found in the market of a stadium.
- Check answers with the Baseball Goods and Services Answer Key.

Discussion Questions:

- What services are available in our community?
- Name five goods that are used daily.
- Does a market have to be a physical location? Why or why not?
- Do teachers provide a good or a service?
- What types of goods can be found in a doctor's office? A grocery store? A clothing store?
- Which professions provide a service?
- What goods and/or services can be found in a garage sale market?
- Think of your favorite hobby or afterschool activity. What goods are associated with it?
- Will your future job be related to goods and/or services? In what way?
- Where is your/your parent's favorite market for buying and/or selling goods and services?

Additional Resources and References:

- National Baseball Hall of Fame - <https://baseballhall.org/discover-more/education/curriculum>

Content Standards:

Voluntary National Content Standards in Economics

- Standard 7: Markets and Prices - A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.



MICROLESSON ONE: BASEBALL GOODS AND SERVICES HANDOUT



Seating Usher



Baseball team jersey



Parking Attendant



Soda



Nachos



Ticket Booth Worker



Professional Photographer



Peanuts



Baseball player signing autograph



Baseball game poster



Hot dog



Stadium Vendor

Can you think of other goods or services that can be found in the market of a sports stadium? Write them using the lines provided below, and in the box to the left of each, place a 'G' if it is a good or an 'S' if it is a service. Then, draw a picture of one good or service on the right.







MICROLESSON ONE: BASEBALL GOODS AND SERVICES ANSWER KEY



Seating Usher



Baseball team jersey



Parking Attendant



Soda



Nachos



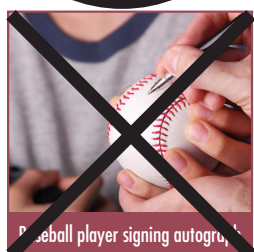
Ticket Booth Worker



Professional Photographer



Peanuts



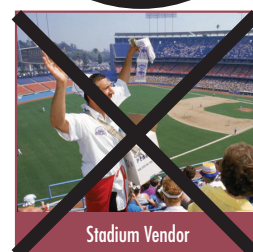
Baseball player signing autograph



Baseball game poster



Hot dog



Stadium Vendor

Can you think of other goods or services that can be found in the market of a sports stadium? Write them using the lines provided below, and in the box to the left of each, place a 'G' if it is a good or an 'S' if it is a service. Then, draw a picture of one good or service on the right.

Answers will vary, but might include food (G), souvenirs (G), bathroom attendant (S), security personnel (S), etc. Student drawings will also vary.

UNIT ONE: *BASEBALL BASICS*

MICROLESSON TWO: CONSUMERS AND PRODUCERS



Timing: 45 minutes

Description: In this microlesson, students will learn a brief history about Negro Leagues Baseball and significant contributors to the leagues. Students will distinguish consumers and producers in baseball by interpreting geographical and numerical data about the Negro Leagues and associated teams.

Grade Range:

Elementary - Middle School

Learning Objectives:

Students will be able to:

- Define consumers and producers.
- Interpret data about consumers and producers.
- Solve simple mathematical problems.
- Develop and explain their own baseball team name and logo.

Key Vocabulary:

- Consumers - people who buy and/or use goods and services to satisfy their wants
- Producers - people who use resources to provide goods and services

Materials Needed:

- Visual 1: Rube Foster
- Visual 2: Negro Leagues Map
- Handout 1: Charts and Graphs
- Handout 2: Questions
- Answer Key

Introduction:

- According to the Negro Leagues Baseball Museum, African-Americans began to play baseball in the late 1800s on military teams, college teams, and company teams.
- They eventually found their way to professional teams with white players.
- However, racism and laws that supported it, forced blacks to form their own teams by 1900.

- Although the players at the time were all black, white men still owned the stadiums where they played and controlled many of the teams.
- In 1920, an organized African-American league was formed under the leadership of Andrew “Rube” Foster, who was a former baseball player, manager, and owner of the Chicago American Giants.
- Rube was the son of a minister from Culvert, Texas and at the age of 22, started as a pitcher for the Chicago Union Giants. He went on to have a successful pitching career and his contributions to the game became legendary.
- Display Visual 1: Rube Foster.
- What does this picture tell us about Rube Foster? What might some of his character traits be based on this photo?
- Rube Foster wanted to force white promoters and owners out of black baseball to help motivate white major league baseball organizations to accept blacks.
- Rube and a few other Midwestern team owners met at the Paseo YMCA in Kansas City, Missouri in 1920 to form the Negro National League.
- Soon, other leagues formed in Eastern and Southern states to compete against the National League.
- The growth of negro leagues brought the game of baseball to major cities and rural areas in the U.S., Canada, and Latin America.
- Show Visual 2: Negro Leagues Map.
- From 1920 – 1955, six different African-American leagues were formed in over 30 cities across the eastern half of the United States.
- What do you notice about the cities where teams were formed?
- Why do you think some states had multiple cities involved while other states had only one?
- What part of the country would you choose to own your own team? Why?
- Each league was made up of several teams, some owned by blacks like Rube Foster and some owned by whites.
- By the 1920’s, black women were also team owners in black baseball.
- For instance, Effa Manley and her husband Abe owned the Newark Eagles and she was in charge of business affairs and marketing for the team.
- Team owners like Rube and Effa were producers.
- **Producers** are people who use resources to provide goods and services.
- What goods or services do baseball team owners provide or produce?
- Can you think of other examples of producers?
- Those who attend baseball games are considered consumers.
- **Consumers** are defined as people who buy and/or use goods and services to satisfy their wants.
- Some producers in the Negro Leagues were more successful than others because of their team’s winning records.

Activity:

- Use Visual 2: Negro Leagues Map and Handout 1: Charts and Graphs to complete Handout 2: Questions.
- Check answers using the Answer Key.

Discussion Questions:

- What goods or services do you consume most often?
- What are you a high consumer of?
- At a grocery store, what types of goods and/or services are produced?
- If consumers purchase a lot of one particular good, what might that signal to the producer of that good?
- How can producers motivate consumers to purchase their goods or services?
- As a consumer, which goods are your least favorite? Which services are your least favorite?
- What are the benefits of being a producer? What are the risks?
- Do people have to be consumers? Why or why not?
- If producers suddenly stopped providing a good or service, how might consumers respond?
- If you could be a producer of a good or a service, what would you choose and why?

Additional Resources and References:

- Negro Leagues Baseball Museum -
<https://www.nlbm.com/negro-leagues-history/>
- National Baseball Hall of Fame -
<https://baseballhall.org/baseball-history-american-history-and-you>

Content Standards:

Common Core Standards – Mathematics

- Counting & Cardinality: Know number names and the count sequence.
CCSS.MATH.CONTENT.K.CCA2 - Count forward beginning from a given number within the known sequence.
- Counting & Cardinality: Count to tell the number of objects.
CCSS.MATH.CONTENT.K.CC.B.4.C - Understand that each successive number name refers to a quantity that is one larger.
- Counting & Cardinality: Compare numbers.
CCSS.MATH.CONTENT.K.CC.C.6
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

- Operations & Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
CCSS.MATH.CONTENT.K.OA.A.2
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.
CCSS.MATH.CONTENT.2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Number & Operations in Base Ten: Understand place value.
CCSS.MATH.CONTENT.1.NBT.B.2
Understand that the two digits of a two-digit number represent amounts of tens and ones.
CCSS.MATH.CONTENT.2.NBT.A.1
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.



MICROLESSON TWO – VISUAL 1: RUBE FOSTER



Photo: from NLBM with permission



MICROLESSON TWO – VISUAL 2: NEGRO LEAGUES MAP



Map: from NLBM with permission



MICROLESSON TWO – HANDOUT 1: CHARTS AND GRAPHS (PAGE 1 OF 2)

Image A



YEAR	EAST	WEST	ATTENDANCE
1933	7	11	20,000
1934	1	0	20,000
1935	8	11	25,000
1936	10	2	30,000
1937	7	2	20,000
1938	4	5	30,000
1939	2	4	33,489
1940	11	0	25,000
1941	8	3	50,256
1942	5	2	48,000
1943	1	2	51,723
1944	4	7	46,247
1945	6	9	37,714
1946	1	4	45,474
1947	2	5	48,112
1948	0	3	42,099
1949	4	0	31,097
1950	3	5	24,614
1951	3	1	21,312
1952	3	7	18,279
1953	1	5	7,000-10,000
1954	4	8	10,000
1955	0	2	1,000

Image B



NEGRO WORLD SERIES

1924

Kansas City, 5 - Hilldale, 4

1925

Hilldale, 5 - Kansas City, 1

1926

American Giants, 5 - Bacharach Giants, 3

1927

American Giants, 5 - Bacharach Giants, 3

1942

Kansas City, 4 - Homestead Grays, 0

1943

Homestead Grays, 4 - Birmingham Black Barons, 3

1944

Homestead Grays, 4 - Birmingham Black Barons, 1

1945

Cleveland Buckeyes, 4 - Homestead Grays, 0

1946

Newark Eagles, 4 - Kansas City, 3

1947

New York Cubans, 4 - Cleveland Buckeyes, 1

1948

Homestead Grays, 4 - Birmingham Black Barons, 1

Information from NLBM with permission



MICROLESSON TWO – HANDOUT 1: CHARTS AND GRAPHS (PAGE 2 OF 2)

TABLE		LEAGUES AND WINS						TOTAL TEAM WINS
STATE	TEAM	NEGRO NATIONAL	EASTERN COLORED	AMERICAN NEGRO	EAST-WEST	NEGRO SOUTHERN	NEGRO AMERICAN	
AL	Birmingham Black Barons	8		18				26
FL	Jacksonville Red Caps			3				3
GA	Atlanta Black Crackers			1		1		
IL	Chicago American Giants	16		16				32
IN	Indianapolis ABC's	10		2				
IN	Indianapolis Clowns			10				
MD	Baltimore Black Sox	2	6	1	1			10
MD	Baltimore Elite Giants	11		3				14
MI	Detroit Stars				1			1
MO	Kansas City Monarchs	11		19				30
MO	St. Louis Stars	10		2				12
NJ	Newark Eagles	13						13
NY	Brooklyn Royal Giants		5					5
NY	New York Black Yankees	12			1			13
NY	New York Cubans	12					2	
OH	Cleveland Buckeyes			7				
PA	Philadelphia Stars	16					4	20
PA	Pittsburgh Crawfords	6			1			7
TN	Memphis Red Sox	7		18		1		26
TOTAL LEAGUE WINS		134		100		2		



MICROLESSON TWO – HANDOUT 2: QUESTIONS (PAGE 1 OF 2)

1. Was Rube Foster a producer or a consumer? Why?
2. Based on the Negro Leagues Map, which state had the most Negro League team producers?
 - a. Missouri
 - b. Ohio
 - c. Pennsylvania
 - d. New York
3. According to the map, in what part of the United States did most Negro League team producers locate their teams?
 - a. North
 - b. South
 - c. East
 - d. West
4. Based on Image A, which year had the highest consumer attendance?
 - a. 1943
 - b. 1945
 - c. 1948
 - d. 1952
5. On Image A, which year would be the worst to be a team owner based on consumer attendance?
 - a. 1935
 - b. 1939
 - c. 1952
 - d. 1955
6. Based on Image B, which team would you rather be the owner of and why?
 - a. New York Cubans
 - b. Kansas City Monarchs
 - c. Birmingham Black Barons
 - d. Newark Eagles



MICROLESSON TWO – HANDOUT 2: QUESTIONS (PAGE 2 OF 2)

- 7.** On Image B, which team won a world series title, but did not lose one between 1924 - 1948?
 - a.** American Giants
 - b.** Homestead Grays
 - c.** Cleveland Buckeyes
 - d.** Hilldale
- 8.** According to Image B, which team's producer received the most world series wins?
 - a.** Cleveland Buckeyes
 - b.** Kansas City Monarchs
 - c.** New York Cubans
 - d.** Homestead Grays
- 9.** On the Table: Leagues and Wins, the last row is missing three totals and the last column on the far right is missing five totals. Add the numbers provided in the table to determine the missing totals and write them in the appropriate box highlighted on the table.
- 10.** Based on the Table: Leagues and Wins, which team won the most?
 - a.** Chicago American Giants
 - b.** Kansas City Monarchs
 - c.** New York Cubans
 - d.** Philadelphia Stars
- 11.** According to the Table: Leagues and Wins, which league had the most successful producers?
 - a.** Negro American League
 - b.** East-West League
 - c.** American Negro League
 - d.** Negro National League
- 12.** As a producer of your own baseball team, what would you name your team? On a separate sheet, design a logo for your team that includes the team name and explains why you chose that name.



MICROLESSON TWO – ANSWER KEY (PAGE 1 OF 3)

TABLE		LEAGUES AND WINS						TOTAL TEAM WINS
STATE	TEAM	NEGRO NATIONAL	EASTERN COLORED	AMERICAN NEGRO	EAST-WEST	NEGRO SOUTHERN	NEGRO AMERICAN	
AL	Birmingham Black Barons	8		18				26
FL	Jacksonville Red Caps			3				3
GA	Atlanta Black Crackers			1		1		2
IL	Chicago American Giants	16		16				32
IN	Indianapolis ABC's	10		2				12
IN	Indianapolis Clowns			10				10
MD	Baltimore Black Sox	2	6	1	1			10
MD	Baltimore Elite Giants	11		3				14
MI	Detroit Stars				1			1
MO	Kansas City Monarchs	11		19				30
MO	St. Louis Stars	10		2				12
NJ	Newark Eagles	13						13
NY	Brooklyn Royal Giants		5					5
NY	New York Black Yankees	12			1			13
NY	New York Cubans	12					2	14
OH	Cleveland Buckeyes			7				7
PA	Philadelphia Stars	16					4	20
PA	Pittsburgh Crawfords	6			1			7
TN	Memphis Red Sox	7		18		1		26
TOTAL LEAGUE WINS		134	11	100	4	2	6	



MICROLESSON TWO – ANSWER KEY (PAGE 2 OF 3)

1. Was Rube Foster a producer or a consumer? Why?
Producer, he provided the game of baseball to consumers
2. Based on the Negro Leagues Map, which state had the most Negro League team producers?
 - a. Missouri
 - b. ***Ohio***
 - c. Pennsylvania
 - d. New York
3. According to the map, in what part of the United States did most Negro League team producers locate their teams?
 - a. North
 - b. South
 - c. ***East***
 - d. West
4. Based on Image A, which year had the highest consumer attendance?
 - a. ***1943***
 - b. 1945
 - c. 1948
 - d. 1952
5. On Image A, which year would be the worst to be a team owner based on consumer attendance?
 - a. 1935
 - b. 1939
 - c. 1952
 - d. ***1955***
6. Based on Image B, which team would you rather be the owner of and why?
Because they won more
 - a. New York Cubans
 - b. ***Kansas City Monarchs***
 - c. Birmingham Black Barons
 - d. Newark Eagles



MICROLESSON TWO – ANSWER KEY (PAGE 3 OF 3)

7. On Image B, which teams won a world series title, but did not lose one between 1924 - 1948?
- a. **American Giants**
 - b. Homestead Grays
 - c. Cleveland Buckeyes
 - d. Hilldale
8. According to Image B, which team's producer received the most world series wins?
- a. Cleveland Buckeyes
 - b. Kansas City Monarchs
 - c. New York Cubans
 - d. **Homestead Grays**
9. On the Table: Leagues and Wins, the last row is missing three totals and the last column on the far right is missing five totals. Add the numbers provided in the table to determine the missing totals and write them in the appropriate box highlighted on the table.
- Total League Wins: 11, 4, 6; Total Team Wins: 2, 12, 10, 14, 7**
10. Based on the Table: Leagues and Wins, which team won the most?
- a. **Chicago American Giants**
 - b. Kansas City Monarchs
 - c. New York Cubans
 - d. Philadelphia Stars
11. According to the Table: Leagues and Wins, which league had the most successful producers?
- a. Negro American League
 - b. East-West League
 - c. American Negro League
 - d. **Negro National League**
12. As a producer of your own baseball team, what would you name your team? On a separate sheet, design a logo for your team that includes the team name and explains why you chose that name.
- Answers will vary**

UNIT ONE: *BASEBALL BASICS*

MICROLESSON THREE: JOBS



Timing: 30 - 90 minutes, contingent upon activities completed

Description: In this microlesson, students will learn about different players and jobs within Negro Leagues Baseball. Students will receive one or more Negro Leagues player profiles and use the information provided to complete various activities based on teacher preference and time allotted. Student activities include constructing a Venn Diagram to compare/contrast players, organizing data related to players' physical attributes and baseball careers, classifying skills and training for various jobs and baseball positions, interpreting graphs, performing simple addition and skill matching exercises, evaluating and ranking player attributes and visualizing their future career and human capital development.

Learning Objectives:

Students will be able to:

- Define human capital, choice, income, incentive, human resources and specialization.
- Identify human capital for various jobs.
- Classify specialization within sports and businesses.
- Categorize details about baseball and baseball players.
- Compare and contrast information about baseball players.
- Interpret data about athletes' income.
- Analyze their own human capital and growth potential.
- Evaluate players to create their own baseball team.

Key Vocabulary:

- Choice – a decision made between two or more possibilities or alternatives
- Human Capital - knowledge and skills that people obtain through education, experience, and training
- Human Resources – workers who make goods or provide services
- Income – the amount of money earned or received for work
- Incentive – something that influences the behavior of people
- Specialization - working in a specific job producing a specific good or service, and relying on other workers to produce other goods and services

Materials Needed:

- Handout 1-40: Negro Leagues Player Card
- Teacher Guide: Negro Leagues Player Cards
- Handout 41: Venn Diagram Template
- Handout 42: My Ideal Team
- Handout 43: Sports Jobs
- Sports Jobs Answer Key

Introduction:

- Who are some of the most popular athletes we know of today?
- Why have we heard about them? What makes them so popular?
- In baseball, players are often known for how many homeruns they get or how fast they can run the bases or pitch the ball.
- These skills are all part of their human capital.
- **Human capital** is an individual's education, experience, training and skills.
- These things can be helpful when we choose a job or career.
- To choose, or to make a **choice**, is deciding between two or more alternatives.
- Within the game of baseball there are many jobs to choose from, including pitcher, umpire, catcher, hitter and sometimes promoter, ticket seller or even manager when it comes to Negro Leagues Baseball.
- Negro Leagues Baseball began in the early 1900's, at a time when black players were not allowed to play alongside white players.
- Black players then formed their own teams and often traveled to play their games because they didn't have a stadium or field of their own.
- Those who played baseball on the road were also called "barnstormers".
- Barnstorming teams would not only play baseball, but would entertain the crowds with skits, comedy routines, jokes, and more.
- The players earned **income**, or the amount of money received for work, from ticket sales for each game.
- At the time, ticket sales were just as important as how they played the game.
- For instance, players were known to parade into town on bicycles and to break out in song in between innings.
- Entertainment became an incentive for both players and audiences.
- **Incentive** is something that influences one's behavior.
- The more that players entertained, the more people wanted to attend.
- Some of the Negro Leagues Baseball teams were the most successful black-owned businesses of their time (according to the book, *The Negro Leagues: Celebrating Baseball's Unsung Heroes*).

- The players were also **human resources**, or workers who provide a service.
- The services they provided included baseball and all of the entertainment surrounding it.
- Although Negro Leagues Baseball players were not allowed to compete in Major League Baseball with white baseball players, they were still known for their high level of skill on the field.
- Many players broke records and outperformed white players as hitters, pitchers and runners.
- Several Negro Leagues players are now in the National Baseball Hall of Fame because of their remarkable talents and skills.
- Some of them worked in a specific job of the game, while others played many positions.
- **Specialization** is working in a specific job, while relying on others to perform other jobs or duties.
- Let's explore jobs in baseball and individuals from the Negro Leagues who performed those jobs so well.

Activity 1:

- Distribute and use the Negro Leagues Player cards to complete the activities outlined in the Teacher Guide: Negro Leagues Player Cards. (Appropriate for grades K-8)

Activity 2:

- Ask students to complete Handout 43: Sports Jobs. (Appropriate for grades 4-8)
- Use the Sports Jobs Answer Key to check responses.

Discussion Questions:

- What could you do to improve your human capital as a student?
- Think of your favorite type of business. Who are the human resources in that business?
- What choices do you make during a regular day?
- What is your incentive to complete your schoolwork?
- The average income for a major league baseball player in 2021 was about \$4 million. Do you think that income is too high? Why or why not?
- How can chefs improve their human capital? How about a nurse? A plumber? An astronaut?
- In a fast food business, some workers focus on making fries. What are other tasks in a fast food business that workers can specialize in?
- Do you have incentives to improve your own human capital? What are they?
- If you had to choose now, what would your future job be? What human capital would you need to do that job?
- Who are the human resources in a grocery store? A bank? A movie theater? A school?
- How might the lives of Negro Leagues Baseball players been different if they were allowed to play with white players in the Major Leagues from the beginning? What incentives did they have to play in the Major Leagues instead of the Negro Leagues?

Additional Resources and References:

- Negro Leagues Baseball eMuseum - <https://nlbemuseum.com/history/overview.html>
- *The Negro Leagues: Celebrating Baseball's Unsung Heroes* by Matt Doeden

Content Standards:

Voluntary National Content Standards in Economics

- Standard 4: Incentives - People usually respond predictably to positive and negative incentives.
- Standard 13: Income - Income for most people is determined by the market value of the productive resources they sell. What workers earn primarily depends on the market value of what they produce.

Common Core Standards – English Language Arts

- Reading: Literature – Key Ideas and Details:
CCSS.ELA-LITERACY.RL.K.1
With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RL.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-LITERACY.RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-LITERACY.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-LITERACY.RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Reading: Literature – Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Reading: Literature – Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RL.K.10
Actively engage in group reading activities with purpose and understanding.
- Reading: Informational Text – Key Ideas and Details:
CCSS.ELA-LITERACY.RI.K.1
With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- Reading: Informational Text – Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

CCSS.ELA-LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

CCSS.ELA-LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

CCSS.ELA-LITERACY.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- Reading: Informational Text – Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.3.10

By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.4.10

By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.6.10 and 7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

- Writing – Text Types and Purposes:

CCSS.ELA-LITERACY.W.3.3, 4.3 and 5.3

Write narratives to develop real or imagined experiences or events using effective

technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.6.3, 7.3 and 8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Writing – Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-LITERACY.W.4.4 and 5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.6.4, 7.4 and 8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Writing – Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.K.8 and 1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

CCSS.ELA-LITERACY.W.4.9, 5.9, 6.9, 7.9 and 8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Speaking and Listening – Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building

on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Common Core Standards – Mathematics

- Counting & Cardinality – Count to tell the number of objects:
CCSS.MATH.CONTENT.K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.
CCSS.MATH.CONTENT.K.CC.B.5
Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- Measurement & Data – Describe and compare measurable attributes:
CCSS.MATH.CONTENT.K.MD.A.1
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
CCSS.MATH.CONTENT.K.MD.A.2
Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
- Measurement & Data – Classify objects and count the number of objects in each category:
CCSS.MATH.CONTENT.K.MD.B.3
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. 1
- Measurement & Data – Represent and interpret data:
CCSS.MATH.CONTENT.1.MD.C.4
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Measurement & Data – Solve problems involving measurement and conversion of measurements:
CCSS.MATH.CONTENT.4.MD.A.2
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple

fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

- Number & Operations – Build fractions from unit fractions:
CCSS.MATH.CONTENT.4.NF.B.4
Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- Number & Operations – Apply and extend previous understandings of multiplication and division:
CCSS.MATH.CONTENT.5.NF.B.4
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- The Number System – Compute fluently with multi-digit numbers and find common factors and multiples:
CCSS.MATH.CONTENT.6.NS.B.3
Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- Functions – Use functions to model relationships between quantities:
CCSS.MATH.CONTENT.8.F.B.5
Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.



MICROLESSON THREE - TEACHER GUIDE: NEGRO LEAGUES PLAYER CARDS (PAGE 1 OF 2)

Teacher Instructions: Ask students to complete the exercise(s) you choose below using the provided Negro Leagues Player Cards.

The exercises can be done as a class or in small groups, based on your preference.

Student Activities:

- 1.** Grades K-4: Using the information on your Negro Leagues Player Card, line up according to your height.
- 2.** Grades K-4: Using the information on your Negro Leagues Player Card, line up according to your birthdate.
- 3.** Grades K-4: Using the information on your Negro Leagues Player Card, line up according to how many years you played in the Negro Leagues.
- 4.** Grades K-4: Using the information on your Negro Leagues Player Card, line up according to how many teams you played on, not including your years of military service.
- 5.** Grades K-8: Using the information on your Negro Leagues Player Card, find others that are from the same geographic area of your birthplace. (e.g., North, South, East, Midwest or by state).
- 6.** Grades 4-8: Using the information on your Negro Leagues Player Card, find others that play the same position(s). Choose one if you played several. Then, discuss the human capital needed for that position.
- 7.** Grades 4-8: Using the information on your Negro Leagues Player Card, find others that played on the same team. If you played on more than one team, choose the team you played on the longest. Then, discuss what incentives players might have to switch or to stay on a team. Also, discuss which of you specialized in certain positions and which did not.
- 8.** Grades 4-8: Using the information on your Negro Leagues Player Card, if you were voted into the National Baseball Hall of Fame, line up according to the year you joined. Then, share some of your achievements that likely led to you being chosen for the Hall of Fame.
- 9.** Grades 4-8: Using the information on your Negro Leagues Player Card, if you played in Major League Baseball, line up according to the year you joined the Major Leagues. Then, compare the number of players who did and did not play in the Major Leagues and discuss reasons why.



MICROLESSON THREE - TEACHER GUIDE: NEGRO LEAGUES PLAYER CARDS (PAGE 2 OF 2)

- 10.** Grades 5-8: Using the information on your Negro Leagues Player Card, create your own mathematical problem(s) based on your player's information (height, weight, length of career, years playing on certain teams, etc.). Then, trade with a partner, solve your partner's equation and ask your partner to check your work. (All mathematical problems could also be combined into a quiz for the class).
- 11.** Grades 5-8: Review the information on your Negro Leagues Player Card and write down three - five interesting facts about yourself. Share what you learned.
- 12.** Grades 5-8: Using the information on two or more Negro Leagues Player cards, work with a partner/group to complete a Venn Diagram of differences and similarities between your players. (Handout 41: Venn Diagram Template is provided for this exercise).
- 13.** Grades 6-8: Use information on your Negro Leagues Player Card to create a list of the human capital needed for your position(s) and what you could do to improve your human capital. Then, share and compare your results.
- 14.** Grades 6-8: Using the information on two or more Negro Leagues Player Cards, work with a partner/group to discuss how your players used their human resources to benefit the game of baseball and how they used them after retiring from baseball. Also, discuss which players specialized in their position(s) and which did not and how those specialties impacted their team(s).
- 15.** Grades 6-8: Using the information on three or more Negro Leagues Player Cards, work with a partner/group to think about the human resources you would like to have on your own baseball team. Then, work together to rank your players based on who you would choose for your team, first to last, and why. (Handout 42: My Ideal Team is provided for this exercise, the back can be used as needed).
- 16.** Grades 7-8: Using the information on your Negro Leagues Player Card, create and write a short story about a specific time in your player's life that includes real-life facts and descriptive details you have imagined about your player's personality, background, relationships, skills, and career goals. Read your story aloud.



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (1 OF 40)

HENRY "HANK" AARON



Name: Henry Louis Aaron

Nickname(s): Hank

Height: 6' 0"

Weight: 180 pounds

Birthplace: February 5, 1934, Mobile, Alabama

Negro Leagues Career: 1952 (1 year)

Position(s): Shortstop, 2nd Base, Outfield

Team(s): Indianapolis Clowns (1 year), Minor Leagues (2 years), Major Leagues (22 years)

Life Facts and Achievements:

- Discovered at the age of 17 playing with the semi-pro baseball team, Mobile Black Bears
- Joined Indianapolis Clowns in April 1952, earning \$200 per month
- Moved to major leagues in 1954 to play for the Milwaukee Braves and got 13 home runs his first year
- Won the National League batting title in 1956
- Earned the National League's Most Valuable Player in 1957 by helping the Braves win the World Series
- Got 40 or more home runs for several seasons and hit a career high 713 home runs in 1973
- Broke Babe Ruth's record by hitting his 715th home run in 1974
- Retired with a total of 755 home runs, 2 batting titles, 6,856 total bases run and 12,364 times at bat
- Selected to play in 24 All-Star games
- Joined the National Baseball Hall of Fame in 1982
- Worked as Atlanta Braves' director of player development and served as their vice president after retiring
- Founded "Chasing The Dream Foundation" to help black athletes succeed in the Major Leagues



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (2 OF 40)

SAMUEL "SAM" BANKHEAD



Name: Samuel Howard Bankhead

Nickname(s): Sam

Height: 5' 8"

Weight: 175 pounds

Birthplace: September 18, 1905, Empire, Alabama

Negro Leagues Career: 1930-1950 (20 years)

Position(s): Shortstop, Center Field, 2nd Base, Left Field, Right Field, 3rd Base, Pitcher, Manager

Team(s): Birmingham Black Barons (3 years), Nashville Elite Giants (3 years), Louisville Black Caps (1 year), Kansas City Monarchs (1 year), Pittsburgh Crawfords (2 years), Santo Domingo (1 year), Memphis Red Sox (1 year), Toledo Crawfords (1 year), Homestead Grays (9 years), Mexican League (1 year), Canadian League (1 year)

Life Facts and Achievements:

- Worked in the coal mines and played pickup baseball games as a child
- Began his professional career with the Birmingham Black Barons in 1929
- Served as a pitcher in 1932 with three different teams
- Received his first chance to play in the All-Star game in 1934 and played in it four more times in his career
- Helped the Grays win third championship in the Negro National League playing 2nd base
- Led Grays to four championships as a shortstop
- Known for one of the strongest arms in the Negro Leagues, but did well in any position he played
- Selected to the East-West All-Star team seven times with three different teams
- Played in Santo Domingo, Cuba, Mexico, Puerto Rico, Venezuela, Panama and California, setting base stealing records
- Was close with Josh Gibson and became a substitute father to Josh Gibson Jr. after his father died
- Managed the Grays for two seasons before the team split up
- Born oldest of five boys, who all played in the Negro Leagues
- Became the first black man to manage a white team in 1951, the Farnham team in Canada
- Worked in the Pittsburgh city garbage department when baseball was out of season in 1949-1950
- Took Josh Gibson Jr. with him after retiring from baseball to work at the garbage department full time
- Had a job as a hotel doorman in Pittsburgh later in life



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (3 OF 40)

JAMES "COOL PAPA" BELL



Name: James Thomas Bell

Nickname(s): Cool Papa

Height: 5' 11"

Weight: 150 pounds

Birthplace: May 17, 1903, Starkville, Mississippi

Negro Leagues Career: 1922-1946 (24 years)

Position(s): Center Field, Left Field, 1st Base, Pitcher

Team(s): St. Louis Stars (9 years), Detroit Wolves (1 year), Kansas City Monarchs (2 years), Homestead Grays (4 years), Pittsburgh Crawfords (5 years), Memphis Red Sox (1 year), Santo Domingo (1 year), Mexican League (3 years), Chicago American Giants (1 year), Detroit Senators (1 year), Kansas City Stars (2 years)

Life Facts and Achievements:

- Raised by a farmer father and grandfather who was an Oklahoma Indian
- Worked at a packing plant in high school
- Discovered by the St. Louis Stars and paid \$90 a month
- Known for his speed, he once circled the bases in 12 seconds
- Became the top base stealer in baseball, stealing 175 bases in just under 200 games
- Earned his nickname in 1922 by staying "cool" while pitching in a close game
- Got the rest of his nickname from his manager that thought "Papa" made it sound better
- Moved from pitcher to outfield position in 1924 after an injury
- Played on championship teams nine years
- Played 21 winters in Cuba and 4 summers in the Mexican League, earning \$450 a month
- Was a manager his last 4 seasons and a part-time scout to find new players
- Worked as a custodian and night security officer at St. Louis City Hall after baseball
- Joined National Baseball Hall of Fame (1974)



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (4 OF 40)

WILLARD "HOME RUN" BROWN



Name: Willard Jesse Brown

Nickname(s): Home Run, Esse Hombre, Willie

Height: 6' 0"

Weight: 195 pounds

Birthplace: June 26, 1911, Shreveport, Louisiana

Negro Leagues Career: 1935-1950 (15 years)

Position(s): Center Field, Left Field, Shortstop, Pitcher

Team(s): Monroe Monarchs (1 year) Kansas City Monarchs (13 years), Mexican League (1 year), military service (1 year), Major Leagues (1 year), Minor Leagues (4 years)

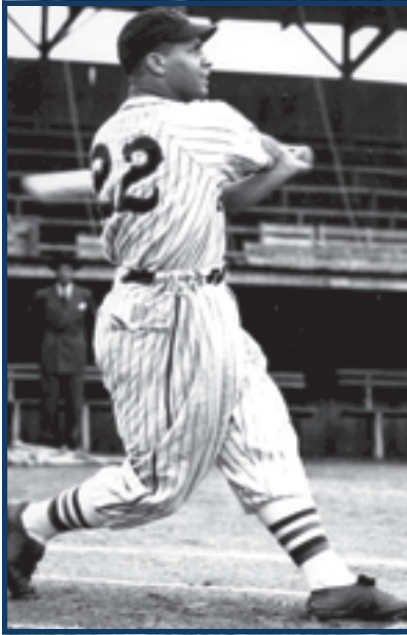
Life Facts and Achievements:

- Began playing baseball as a child
- Signed to the Negro Southern League's Monroe Monarchs in 1934 for \$10/week as a shortstop and pitcher
- Recruited by the Monarchs a year later at \$125 per month, plus \$1 a day for meals and a \$250 bonus
- Played with the Monarchs in the Negro American League from 1937 to 1942 and won five championships
- Known as black baseball's top home run hitter of the 1940's
- Appeared in the East-West All-Star game as a shortstop in 1936 and an outfielder in 1937
- Left the Monarchs to play in Mexico and Puerto Rico 1940-1942, where he got the nickname "Esse Hombre"
- Made another All-Star appearance before the military, where he hauled ammunition and guarded prisoners
- Began playing baseball in the G.I. World Series while serving in the military for two years
- Returned to play in Puerto Rico after the war and then rejoined the Monarchs for another championship win
- Achieved three batting titles, won three home run titles and set a record of 27 in the 1947-1948 season
- Signed by the St. Louis Browns' Major League team in 1947 without time to adjust in the Minor Leagues
- Hit a home run, the first one ever in the American League by a black player in the Major Leagues
- Returned to the Monarchs after being dismissed by the Browns and had six All-Star appearances total
- Played in the Texas League for four seasons and won the championship in two of those years
- Went back to Puerto Rico for a final season in 1956-1957
- Retired from baseball and lived in Houston until he was hospitalized in 1989 with Alzheimer's disease
- Voted into the National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (5 OF 40)

ROY "CAMPY" CAMPANELLA



Name: Roy Campanella

Nickname(s): Campy, Poochinella

Height: 5' 9-1/2"

Weight: 195 pounds

Birthplace: November 19, 1921, Philadelphia, PA

Negro Leagues Career: 1937-1945 (8 years)

Position(s): Catcher, 3rd Base, Outfield, Pitcher

Team(s): Baltimore Elite Giants (8 years), Mexican League (1 year), Minor Leagues (2 years), Major Leagues (10 years)

Life Facts and Achievements:

- Started playing for the Baltimore Elite Giants as a fifteen-year-old
- Invited to practice at Philadelphia Phillies stadium in high school, but denied when they saw he was black
- Quit school at 17 to play baseball full time
- Won Most Valuable Player (MVP) award both years in Minor League baseball
- Finished in the top six hitters in the Negro Leagues in 1944 and 1945
- Voted Most Valuable Player in an East-West All-Star game
- Played in Puerto Rico and Cuba during the winter seasons
- Signed by Major League baseball team after playing on an all-black All-Star team
- Joined Jackie Robinson on the Dodgers in 1948
- Selected to the All-Star team 8 times and earned MVP 3 times during his ten years in Major Leagues
- Earned 106 home runs last 3 years in Major Leagues
- Paralyzed in a near-death automobile accident, which ended his baseball career
- Voted into the National Baseball Hall of Fame in 1969



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (6 OF 40)

LEON DAY



Name: Leon Day

Nickname(s): none

Height: 5' 9"

Weight: 170 pounds

Birthplace: October 30, 1916, Alexandria, Virginia

Negro Leagues Career: 1934-1950 (16 years)

Position(s): Pitcher, 2nd Base, Outfield

Team(s): Baltimore Black Sox (1 year), Brooklyn Eagles (1 year), Newark Eagles (6 years), Venezuelan League (1 year), Mexican League (3 years), military service (2 years), Baltimore Elite Giants (2 years), Minor Leagues (4 years)

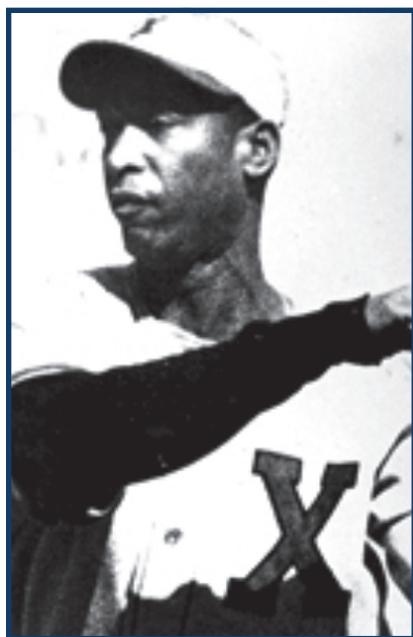
Life Facts and Achievements:

- Began playing baseball in Baltimore in an athletic club after quitting school before 11th grade
- Played in semi-pro league at 2nd base in 1934 and then started professionally with Black Sox at \$60 a month
- Joined Brooklyn Eagles in 1935 as pitcher, yet he was known to play any position well except catcher
- Appeared in 7 East-West All-Star games from 1935-1946 and set an All-Star record in striking out 14 batters
- Joined Newark Eagles in 1936 when Abe Manley merged the Brooklyn Eagles with the Newark Dodgers
- Had a perfect record of 13 wins and 0 losses in 1937 and set a record running 100 yards in 10 seconds
- Injured his arm, missing the 1938 season, then worked hard to return in 1939 and had 16 wins and 4 losses
- Played in Venezuela, Puerto Rico, Cuba, and Mexico and earned lead pitcher title in 1941
- Served in the Army during World War II during the invasion of France and was discharged in 1946
- Earned the strikeout record in Negro National and Puerto Rican Leagues and the East-West All-Star game
- Helped Eagles in 1949 by leading the league in strikeouts and innings pitched, going on to win the Negro World Series
- Played last season in Negro Leagues with Elite Giants in 1949, then went on to Minor Leagues 1950-1954
- Worked as a security guard, mail carrier and bartender after baseball
- Voted into the National Baseball Hall of Fame in 1995 and called best pitcher in the Negro Leagues in 1943



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (7 OF 40)

MARTIN DIHIGO



Name: Martin Dihigo

Nickname(s): none

Height: 6' 3"

Weight: 190 pounds

Birthplace: May 25, 1905, Matanzas, Cuba

Negro Leagues Career: 1923-1945 (22 years)

Position(s): 2nd Base, Outfield, Pitcher, 1st Base, 3rd Base, Shortstop, Catcher, Manager

Team(s): Cuban Stars East (5 years), Homestead Grays (1 year), Hilldale Daisies (2 years), Baltimore Black Sox (1 year), Venezuelan League (1 year), New York Cubans (2 years), Santo Domingo (1 year), Mexican League (4 years)

Life Facts and Achievements:

- Immigrated to the United States from Cuba as a youth, playing 2nd base before eventually moving to pitcher
- Joined the Cuban Stars in 1923, the same year the Eastern Colored League started
- Led the league in home runs in 1926 and tied for the lead in home runs in 1927
- Recruited by Cum Posey to play with the Homestead Grays and then was traded to Hilldale the next year
- Finished 2nd in the American Negro League with 18 home runs
- Went back to Stars in 1930 and then back to Hilldale the next season
- Played winters in Cuba and was known as most versatile man ever to play the game of baseball
- Won 2 straight championships in Cuban Leagues between 1935 to 1937 and was the lead in batting in 1935
- Appeared in an East-West All-Star game, playing both center field and pitcher
- Took on role of playing manager for New York Cubans, before moving to play in Mexico
- Led the league in batting and pitching records in the Mexican League in 1938
- Helped lead Veracruz team to championship in 1940 and started managing the Laredo team in 1944
- Was mostly a batter in the U.S. and pitcher in Latin America, pitching no hitters in the Mexican Leagues
- Had a lifetime record 115 wins and 60 losses as a pitcher in Cuba and 119 wins and 57 losses in Mexico
- Served as Minister of Sports in Cuba after retiring from baseball
- Considered by many to be the greatest all-around black player of all time because he played any position
- Received membership in the Cuban and Mexican Halls of Fame and became a national hero in Cuba
- Voted into America's National Baseball Hall of Fame in 1977

Source: Negro Leagues Baseball eMuseum



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (8 OF 40)

ANDREW "RUBE" FOSTER



Name: Andrew Foster

Nickname(s): Rube, Jock

Height: 6' 2"

Weight: 200 pounds

Birthplace: September 17, 1879, Calvert, Texas

Negro Leagues Career: 1902-1926 (29 years)

Position(s): Pitcher, 1st Base, Manager, Executive, Owner,
Founder of Negro National League

Team(s): Chicago Union Giants (1 year), Cuban X Giants (1
year), Philadelphia Giants (2 years), Leland Giants (3 years),
Chicago American Giants (15 years)

Life Facts and Achievements:

- Started his baseball career with the Waco Yellow Jackets after completing the eighth grade
- Beat well-known player Rube Waddell in 1902 with a record-winning season to get his nickname
- Pitched Chicago Union Giants, Cuban X Giants and Philadelphia Giants towards many championships
- Managed Leland Giants in 1907 with his team immediately becoming one of the best in black baseball
- Broke his leg in 1909 ending his time as an occasional player at exhibition games to increase attendance
- Formed his own team in 1910, Chicago American Giants, that had a record 128 wins and only 6 losses
- Recognized as the father of the Negro Leagues for organizing the first professional black baseball league
- Served as president and treasurer of the new Negro National League while managing his own team
- Earned his income from a portion of ticket sales for every league game
- Had a nervous breakdown in 1925 and resigned having been a successful player, manager, and executive
- Placed in a hospital in Kankakee, Illinois in 1926 because of decline in his mental health
- Honored at his funeral when fans lined up for three days to pay their respects
- Voted into National Baseball Hall of Fame in 1981



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (9 OF 40)

WILLIAM "WILLIE" FOSTER



Name: William Hendrick Foster

Nickname(s): Willie, Bill

Height: 6' 1"

Weight: 195 pounds

Birthplace: June 12, 1904, Calvert, Texas

Negro Leagues Career: 1923-1938 (15 years)

Position(s): Pitcher, Manager

Team(s): Memphis Red Sox (2 years), Chicago American Giants (8 years), Birmingham Black Barons (1 year), Homestead Grays (1 year), Kansas City Monarchs (1 year), Cole's American Giants (3 years), Pittsburgh Crawfords (1 year)

Life Facts and Achievements:

- Lost his mother at four years old and raised by his maternal grandparents
- Attended school at Alcorn College until 1918 and then went to Chicago to work in the stockyards
- Tried to sign up with his half-brother, Rube Foster's, Chicago American Giants team, but was rejected
- Returned to Mississippi and later signed with the Memphis Red Sox in 1923
- Transferred from Red Sox to Chicago American Giants before the end of that season by Rube Foster
- Attended college in Tennessee during the off seasons
- Played baseball during winters in Cuba in 1926 and California in 1927
- Helped lead his team to championships in 1926, 1927 and 1933
- Pitched for Chicago American Giants over a decade and took on manager role in 1930
- Tempted from the Giants to play with the Homestead Grays in 1931, when the team was at its greatest
- Won championships of the Negro Southern League in 1932 and the Negro National League in 1933
- Served as pitcher in 1933 for the West team in the first East-West All-Star game
- Joined the Pittsburgh Crawfords in 1936, their last year of being the top black baseball team
- Trained and pitched in a game with the Memphis Red Sox in 1938, his last year in the Negro Leagues
- Retired from baseball to become a dean and baseball coach at Alcorn State College in 1960
- Voted into the National Baseball Hall of Fame in 1996



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (10 OF 40)

JOSHUA "JOSH" GIBSON SR.



Name: Joshua Gibson

Nickname(s): Black Babe Ruth

Height: 6' 1"

Weight: 210 pounds

Birthplace: December 21, 1911, Buena Vista, Georgia

Negro Leagues Career: 1929-1946 (17 years)

Position(s): Catcher, Outfield, 3rd Base, 1st Base

Team(s): Homestead Grays (9 years), Pittsburgh Crawfords (4 years), Santo Domingo (1 year), Mexican League (1 year)

Life Facts and Achievements:

- Known for his batting strength and distance, sometimes called "the black Babe Ruth"
- Had a total of 962 home runs in his Negro Leagues career, with a high of 84 in 1936
- Played in Mexico, Cuba, Venezuela and Puerto Rico and earned Most Valuable Player award in Puerto Rico
- Earned \$6,000 a year playing in Mexico
- Nominated to start in nine East-West All-Star games
- Was the eldest of three children, his family moved to Pittsburgh when he was in elementary school
- Attended school until the 9th grade, then enrolled in a pre-vocational school to study to be an electrician
- Became an apprentice in an air-brake factory while playing baseball with a local team
- Left the Grays in 1932, joining the Pittsburgh Crawfords, known as the greatest team in all of black baseball
- Rejoined the Grays in 1937, helping the team win nine Negro National League championships
- Valued at \$200,000 per year if he were to play in the Major Leagues, although he never got the chance
- Committed to a hospital in 1943 after having a nervous breakdown, which weakened his playing ability
- Had a fatal stroke a month after his thirty-fifth birthday
- Voted into National Baseball Hall of Fame in 1972, the second player from the Negro Leagues



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (11 OF 40)

VIC HARRIS



Name: Elander Victor Harris

Nickname(s): Vic, Vicious Vic

Height: 5' 10"

Weight: 168 pounds

Birthplace: June 10, 1905, Pensacola, Florida

Negro Leagues Career: 1923-1950 (27 years)

Position(s): Left Field, Right Field, Center Field, 1st Base, Manager, Coach

Team(s): Cleveland Tate Stars (1 year), Toledo Tigers (1 year), Cleveland Browns (1 year), Chicago American Giants (2 years), Homestead Grays (21 years), Detroit Wolves (1 year), Pittsburgh Crawfords (1 year), Baltimore Elite Giants (1 year), Birmingham Black Barons (1 year)

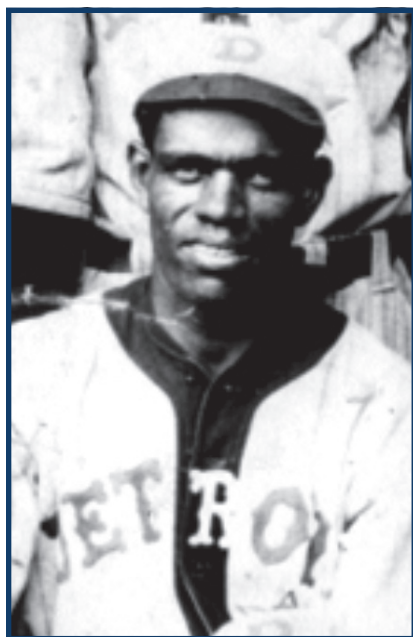
Life Facts and Achievements:

- Moved to Pittsburgh in 1914 and began playing baseball with the YMCA
- Began playing baseball professionally in 1923 as an infielder with the Cleveland Tate Stars
- Transferred to Cleveland Browns in 1924 and then Chicago American Giants later that season
- Joined Homestead Grays and spent most of his career there as a player and manager in 1920s-1930s
- Appeared in 6 East-West All-Star games between 1933 and 1947
- Tempted to move in 1934 to Pittsburgh Crawfords and then lured back to Grays in 1935 as player manager
- Guided the Grays to 6 straight championships, leading to their first World Series game
- Captured 9 straight Negro National League championships from 1937-1945
- Achieved 10 home runs and stole 17 bases in 1938, what some say was their best season
- Took a job working in a defense plant in 1943-1944, playing with the Grays when his work schedule allowed
- Returned to manage Grays in 1945 and led them to another two Negro National League championships
- Coached the Baltimore Elite Giants in 1949, when they won the Negro American League championship
- Managed the Birmingham Black Barons in 1950
- Played and managed in the Caribbean, including Cuba 1937-1939 and Puerto Rico between 1935 and 1950



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (12 OF 40)

PETE HILL



Name: J. Preston Hill

Nickname(s): Pete

Height: 6' 1"

Weight: 215 pounds

Birthplace: October 12, 1880, Pittsburgh, Pennsylvania

Negro Leagues Career: 1889-1926 (27 years)

Position(s): Center Field, Left Field, Right Field, 1st Base, 2nd Base, Manager

Team(s): Pittsburgh Keystones (11 years), Cuban X Giants (2 years), Philadelphia Giants (4 years), Leland Giants (3 years), Chicago American Giants (7 years), Detroit Stars (2 years), Milwaukee Bears (1 year), Baltimore Black Sox (2 years)

Life Facts and Achievements:

- Started playing baseball with Pittsburgh Keystones in 1899, moving to the Cuban X Giants 2 years later
- Moved to newly formed Philadelphia Giants in 1903 and started working with Rube Foster
- Led the team to championships in 1905-1906 and then transferred with Foster to Chicago Leland Giants
- Went to Cuba in 1907 with Foster and other well-known players and played 6 winters in Cuba in total
- Stayed with Foster's team in 1910 and earned the league batting title
- Helped the team achieve 106 wins to 7 losses that year, when he was also made team captain
- Remained with the team when they became Chicago American Giants, becoming the best hitter on the team
- Was too old to serve in the military during World War I, so continued to be a stable leader for the team
- Managed the team in Foster's absence, leading to a playing manager position in 1919 with the Detroit Stars
- Achieved 19 home runs and several wins that season, including a game against his previous team
- Stayed with Detroit until 1921, giving the manager position to Bruce Petway
- Moved to the Milwaukee Bears before moving east in 1924 to manage the Baltimore Black Sox
- Retired from playing baseball in 1925 after a 27-year career as one of black baseball's best outfielders
- Formed Buffalo Red Caps Minor League team and worked for Ford Motor Company in Detroit after retiring
- Selected for the All-Time All-Star team in 1944 and 1952, although one vote kept him from playing in 1952



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (13 OF 40)

MONTE IRVIN



Name: Monford Merrill Irvin

Nickname(s): Monte, Jimmy Nelson

Height: 6' 1"

Weight: 190 pounds

Birthplace: February 25, 1919, Halesburg, Alabama

Negro Leagues Career: 1937-1948 (11 years)

Position(s): Center Field, Shortstop, 3rd Base, Outfield

Team(s): Newark Eagles (8 years), military service (2 years), Mexican League (1 year), Minor Leagues (3 years), Major Leagues (7 years)

Life Facts and Achievements:

- Was an all-around athlete at Orange, New Jersey High School by playing football, basketball, baseball and track
- Earned 16 awards for sports in high school while setting the New Jersey state javelin record
- Received a scholarship to University of Michigan, but declined because he did not have money for the train
- Started baseball with the Eagles, but played under the name Jimmy Nelson to protect his school record
- Attended Lincoln College in Pennsylvania 2 years before leaving for professional baseball
- Helped lead his team to a championship win at the 1939 Negro Leagues East-West All-Star game
- Won two batting titles in the Negro National League in 1941 and 1946, after returning from military service
- Left Eagles in 1942 over a salary disagreement to play in Mexico, where he became Most Valuable Player
- Chosen as first black to play in the Major Leagues before Jackie Robinson, but he had to join the military
- Served as an Army Engineer in Europe during World War II, before returning to the Eagles in 1945
- Joined Latin American Leagues to get in shape after the war, playing on two championship teams
- Wanted by the New York Giants and the Dodgers, but the Giants bought his contract from the Eagles
- Led the Giants to World Series wins in 1951 and 1954 and played 4 more East-West All-Star games
- Had his best season in 1951 with 24 home runs and a World Series batting record
- Ended his 8-year Major League career in 1956 with the Chicago Cubs, after a season in Minneapolis
- Scouted for the New York Mets and was assistant to the Major Leagues Baseball Commissioner 1967-1984
- Voted into 9 Halls of Fame in the U.S. and Latin America, including National Baseball Hall of Fame in 1973
- Received the "Greatest Athlete Ever in New Jersey" honor by the New Jersey Sports Writers' Association

Source: Negro Leagues Baseball eMuseum



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (14 OF 40)

CLARENCE "FATS" JENKINS



Name: Clarence Jenkins

Nickname(s): Fats

Height: 5' 7"

Weight: 180 pounds

Birthplace: January 19, 1898, New York, New York

Negro Leagues Career: 1920-1940 (20 years)

Position(s): Outfield, Manager

Team(s): New York Lincoln Giants (3 years), Atlantic City Bacharach Giants (3 years), Harrisburg Giants (4 years), Hilldale Daisies (1 year), Baltimore Black Sox (1 year), New York Harlem Stars (1 year), Pittsburgh Crawfords (2 years), New York Black Yankees (5 years), Brooklyn Eagles (1 year), Brooklyn Royal Giants (2 years), Toledo Crawfords (1 year), Philadelphia Stars (1 year)

Life Facts and Achievements:

- Known for his exceptional speed in the field and on the bases, becoming an excellent base stealer
- Played basketball in the off-season for the Renaissance team between 1924-1935, serving as team captain, winning 88 straight games during the 1934-1935 season.
- Started his professional baseball career with the New York Lincoln Giants in 1920
- Became manager in 1923 to the Harrisburg Giants and also played right field for the next five years
- Joined the Bacharach Giants for two years beginning in 1928
- Rejoined the Lincoln Giants in 1930 during their last year of existence
- Played with the New York Harlem Stars in 1931, which later became the New York Black Yankees
- Chosen for the East team in 1933 for the first East-West All-Star game and again in 1935
- Continued playing with the New York Black Yankees and four other teams his last two years, 1936-1938
- Enjoyed music, playing the piano and singing in his team's quartet during his spare time
- Became a successful businessman after retiring because he was great at saving money that he earned
- Opened a packaging store in the Bronx and was a boxing referee in New York City after baseball



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (15 OF 40)

CLIFFORD "CONNIE" JOHNSON



Name: Clifford Johnson, Jr.

Nickname(s): Connie, Cliff

Height: 6' 4"

Weight: 200 pounds

Birthplace: December 27, 1922, Stone Mountain, Georgia

Negro Leagues Career: 1940-1950 (10 years)

Position(s): Pitcher, 1st Base

Team(s): Indianapolis Crawfords (1 year), Kansas City Monarchs (5 years), military service (2 years), Canadian League (1 year), Minor Leagues (3 years), Major Leagues (4 years), Mexican League (1 year)

Life Facts and Achievements:

- Started playing baseball in high school
- Joined the Crawfords in 1940 and the Monarchs the following year
- Known for having good control and an assortment of pitches, including an outstanding fastball and curveball
- Helped the Monarchs win the 1941, 1942 and 1946 Negro American League championships
- Served in the Army for three years during World War II
- Returned to play in 1946 and helped the Monarchs win another pennant
- Was a star player in the East-West All-Star game twice in his career
- Played in Canada in 1951
- Traded to the Chicago White Sox in 1952 and led the Western League with 233 strikeouts
- Signed to the Major Leagues in 1953 at age thirty
- Toured with Roy Campanella's All-Stars in 1954
- Sent to Baltimore Orioles in 1956, having the best season of his 5-year career in 1957
- Traded to the Minor Leagues in 1958 and played in the Pacific Coast and Mexican Leagues before retiring in 1961
- Earned \$15,000 a year at most and said players today make more in a day than he made his entire career
- Retired from the Ford Motor Company after baseball



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (16 OF 40)

MAMIE "PEANUT" JOHNSON



Name: Mamie Johnson

Nickname(s): Peanut

Height: 5' 4"

Weight: 120 pounds

Birthplace: September 27, 1932, Long Branch, New Jersey

Negro Leagues Career: 1953-1955 (2 years)

Position(s): Pitcher

Team(s): Indianapolis Clowns

Life Facts and Achievements:

- Attended Long Branch High School where she played boys' sports including football
- Went to New York University to study medicine and engineering before joining the Negro Leagues at age 22
- Received her nickname because of her small size, but pitched as hard as many male pitchers
- Was one of female players for Indianapolis Clowns
- Worked 30 years as a nurse and coached little league baseball after leaving the Negro Leagues



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (17 OF 40)

WILLIAM "JUDY" JOHNSON



Name: William Julius Johnson

Nickname(s): Judy, Jing

Height: 5' 11"

Weight: 150 pounds

Birthplace: October 26, 1900, Snow Hill, Maryland

Negro Leagues Career: 1918-1937 (19 years)

Position(s): 3rd Base, Shortstop, Manager

Team(s): Bacharach Giants (1 year), Madison Stars (2 years), Hilldale Daisies (9 years), Homestead Grays (2 years), Pittsburgh Crawfords (4 years)

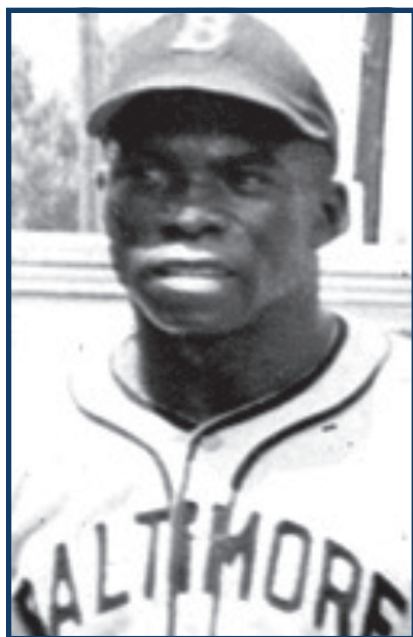
Life Facts and Achievements:

- Played football and baseball in Wilmington, Delaware when his father became athletic director there
- Trained as a boxer by his father but he preferred baseball
- Took a job loading and unloading ships at Deep Water Point, New Jersey after one year of high school
- Joined the Bacharach Giants in 1918 after his semi-pro career with a team in Pennsylvania
- Earned \$5 a game in the Minor Leagues before getting hired to Hilldale at \$135/month
- Helped Hilldale win first three Eastern Colored League competitions with his batting talent
- Became manager of Homestead Grays in 1929, Hilldale in 1930 and later joined the Pittsburgh Crawfords
- Was with Grays and Crawfords when those teams held the best records in black baseball
- Worked as a supervisor for the Continental Can Company in Wilmington after retiring from baseball in 1972
- Operated a general store with his brother after baseball
- Served as a scout for the Philadelphia Athletics, Philadelphia Phillies, and Milwaukee Braves later in life
- Voted into National Baseball Hall of Fame in 1975



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (18 OF 40)

HENRY KIMBRO



Name: Henry Allen Kimbro

Nickname(s): Kimmie, Jimbo, Scooter Motoneta

Height: 5' 8"

Weight: 175 pounds

Birthplace: February 19, 1912, Nashville, Tennessee

Negro Leagues Career: 1937-1950 (13 years)

Position(s): Center Field, Left Field, Manager

Team(s): Washington Elite Giants (1 year), Baltimore Elite Giants (11 years), New York Black Yankees (1 year), Birmingham Black Barons (2 years)

Life Facts and Achievements:

- Led the Negro Leagues with 18 stolen bases in the 1939-1940 season with the Elite Giants
- Traded to New York Black Yankees in 1941 but returned to Elites the next year
- Known as the best center fielder in the Negro National League and a base-stealing threat in his time
- Topped the Negro Leagues in stolen bases in 1944, just behind leaders Josh Gibson and Buck Leonard
- Tied with "Cool Papa" Bell for the lead in times at bat in 1944
- Was the first in home runs scored in 1946 and 1947
- Finished in the top ten hitters in batting average for 3 seasons
- Appeared in six Negro Leagues All-Star games
- Achieved 4th best batter in the Negro American League Eastern Division in 1948
- Played with Birmingham Black Barons in 1952-1953
- Starred in the Caribbean winter leagues, leading the Cuban League in batting in 1947-1948
- Served briefly as manager at one time in his career
- Built successful businesses after retiring from baseball, including a gas service station and cab company



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (19 OF 40)

WALTER "BUCK" LEONARD



Name: Walter Fenner Leonard

Nickname(s): Buck

Height: 5' 10"

Weight: 185 pounds

Birthplace: September 8, 1907, Rocky Mount, North Carolina

Negro Leagues Career: 1933-1950 (17 years)

Position(s): 1st Base, Outfield

Team(s): Brooklyn Royal Giants (1 year), Homestead Grays (16 years), Mexican League (2 years), Minor Leagues (1 year)

Life Facts and Achievements:

- Born the oldest of six children to a father who was a railroad fireman and a mother who was a housewife
- Nicknamed Buddy by his parents, but his younger brother called him Buck
- Attended school through the eighth grade until he left to help support his family after losing his father
- Worked full-time putting brakes on boxcars for the Atlantic Coastline Railroad Shop starting at 16
- Became interested in baseball watching the white Rocky Mount minor league ballclub near his home
- Left home to pursue a professional baseball career during the Great Depression
- Helped lead Grays to nine Negro National League championships and two World Series
- Selected as the 1st baseman on an All-Time All-American team chosen for a national magazine
- Considered one of the best-liked players in the game for his even temper, dependability and skill
- Won three batting titles and tied for the lead in home runs in 1948
- Nominated 11 years to play in the annual East-West All-Star classic
- Offered a chance to play with the St. Louis Browns Major League team in 1952, but stayed in Negro Leagues
- Played in Cuba, Puerto Rico, Venezuela and the Mexican League
- Worked as a truant officer, a realtor and officer with the Rocky Mountain baseball team after retiring
- Voted into National Baseball Hall of Fame in 1972



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (20 OF 40)

JOHN HENRY "POP" LLOYD



Name: John Henry Lloyd

Nickname(s): Pop, El Cuchara ("The Tablespoon")

Height: 5' 11"

Weight: 180 pounds

Birthplace: April 25, 1884, Palatka, Florida

Negro Leagues Career: 1906-1932 (26 years)

Position(s): Shortstop, 2nd Base, 1st Base, Catcher, Manager

Team(s): Macon Acmes (1 year), Cuban X Giants (1 year), Philadelphia Giants (2 years), Leland Giants (1 year), New York Lincoln Giants (8 years), Chicago American Giants (3 years), New York Lincoln Stars (1 year), Brooklyn Royal Giants (2 years), New York Bacharach Giants (1 year), Atlantic City Bacharach Giants (3 years), Columbus Buckeyes (1 year), Hilldale Daisies (1 year), Harlem Stars (1 year)

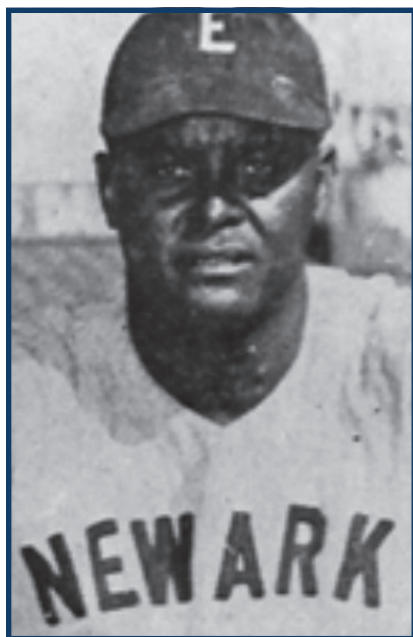
Life Facts and Achievements:

- Lost his father as a baby and had to leave school at an early age to help support his family as a delivery boy
- Discovered in 1905 in Jacksonville, Florida and hired the next year to a semi-pro league
- Got nickname playing in Cuba of "El Cuchara," Spanish for "The Tablespoon" because of his catching skills
- Had ability to hit, run, field, throw, and run bases with speed and said he'd play wherever the money was
- Known as the greatest black baseball player during the early 1900's and greatest shortstop in baseball
- Started as a catcher and the team was so poor, he had to use a wire basket as a catcher's mask
- Began managing the New York Lincoln Giants and in 1913 led the team to a record 101 wins to 6 losses
- Played with the American Giants starting in 1914 and they won three championships in the next four years
- Worked in the Army Quartermaster Depot in Chicago in 1918
- Served as playing manager for five Negro Leagues teams, winning the batting title himself in 1924
- Managed one of the teams in 1930 that were the first black teams ever to play in Yankee Stadium
- Retired in 1933 and was a mentor to young black players until age 60, hence his nickname Pop
- Worked as a custodian for the post office and school system in Atlantic City after retiring from baseball
- Served as the city's Little League commissioner and had a baseball park dedicated in his honor in 1949
- Called the greatest baseball player of all time, black or white, by baseball star and legend Babe Ruth
- Voted into the National Baseball Hall of Fame in 1977



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (21 OF 40)

RALEIGH "BIZ" MACKEY



Name: Raleigh Mackey

Nickname(s): Biz

Height: 6' 0"

Weight: 200 pounds

Birthplace: July 27, 1897, Eagle Pass, Texas

Negro Leagues Career: 1920-1947, 1950 (28 years)

Position(s): Shortstop, 3rd Base, 2nd Base, 1st Base, Outfield, Pitcher, Manager, Catcher

Team(s): San Antonio Black Aces (1 year), Indianapolis ABCs (2 years), New York Lincoln Giants (1 year), Colored All Stars (1 year), Hilldale Daisies (8 years), Philadelphia Royal Giants (1 year), Washington Elite Giants (1 year), Baltimore Elite Giants (1 year), Philadelphia Stars (2 years), Newark Dodgers (1 year), Newark Eagles (5 years)

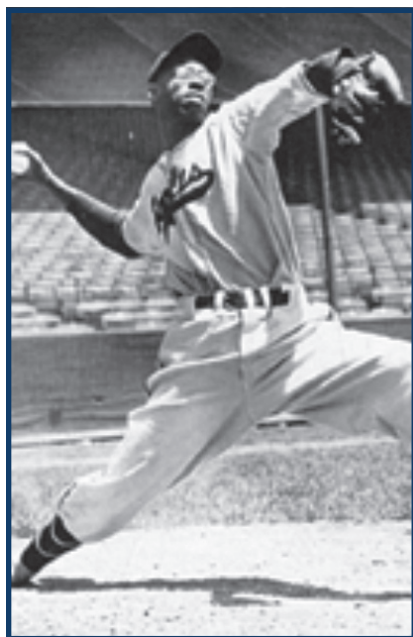
Life Facts and Achievements:

- Known to have the best defensive skills in the history of black baseball, as well as a powerful throwing arm
- Considered one of the most dangerous hitters in baseball because of his strength
- Had a great memory and studied the game of baseball, although he could barely read
- Learned to play baseball with his two brothers as a teenager, before going professional in 1918
- Helped lead Hilldale to three Negro World Series championships
- Played in California and Japan, where he was admired as a player and representative of the United States
- Was unexpectedly quick, along with having soft hands, which helped him to be flexible as a player in any position
- Selected to play in the first East-West All-Star game in 1933 even though he was already 36 years old
- Helped young black players as a manager, leading his team to the Negro World championship in 1946
- Retired to Los Angeles and worked as a forklift operator after baseball
- Voted into the National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (22 OF 40)

MAXWELL "MAX" MANNING



Name: Maxwell Manning

Nickname(s): Max, Emilio, Dr. Cyclops

Height: 6' 4"

Weight: 185 pounds

Birthplace: November 18, 1918, Rome, Georgia

Negro Leagues Career: 1938-1949 (11 years)

Position(s): Pitcher

Team(s): Newark Eagles (6 years), military service (3 years), Houston Eagles (1 year), Mexican League (1 year), Canadian League (1 year)

Life Facts and Achievements:

- Was a star player in his youth with the Johnson Stars in Atlantic City
- Attended high school in Pleasantville, New Jersey
- Contacted by a Detroit Tiger talent scout after graduating in 1937, but turned away because he was black
- Pitched with the semi-pro Camden Giants team while attending Lincoln University
- Joined the Eagles Negro Leagues team in 1938
- Nicknamed "Dr. Cyclops" because of his thick glasses
- Served in the military during World War II in the Air Force as a truck driver in England and France
- Rejoined the Eagles after the military, leading them to the Negro National Leagues championship in 1946
- Played on Satchel Paige's All-Star team in 1947
- Appeared in the East-West All-Star game in 1948
- Suffered from a shoulder injury that didn't completely heal, even after surgery, that weakened his arm
- Played baseball in most Latin American leagues between 1938-1951 and also in Canada
- Used the G.I. Bill to pay for his education and graduated from Glassboro State College in New Jersey
- Taught for 28 years in the Pleasantville, New Jersey school system after retiring from baseball



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (23 OF 40)

WILLIE "BUCK" MAYS



Name: Willie Howard Mays, Jr.

Nickname(s): Buck

Height: 5' 11"

Weight: 175 pounds

Birthplace: May 6, 1931, Westfield, Alabama

Negro Leagues Career: 1948-1950 (2 years)

Position(s): Center Field

Team(s): Birmingham Black Barons (2 years), Minor Leagues (1 year), Major Leagues (20 years), military service (3 years)

Life Facts and Achievements:

- Started his baseball career as a high school teenager in the Negro Leagues after playing semi-pro
- Had to get permission to play from his father, who had been a center fielder in the industrial leagues
- Nicknamed Buck by his friends
- Called up to play on the New York Giants team in the Major Leagues in 1951 at age twenty
- Named the National League Rookie of the Year in 1951
- Served in the Army for two years
- Returned to baseball and led the Giants to another National League win and a World Series win
- Voted the National League's Most Valuable Player in 1954
- Led other players on his team in nearly every area for 21 seasons, including batting and home run records
- Set a Giants' team record with four home runs in one game in April 1960
- Led the National League in home runs in 1962 and 1964
- Chosen Most Valuable Player for a second time in 1965
- Ended his baseball career with a total of 660 home runs and 338 stolen bases
- Won a batting title, 3 home run titles, 4 stolen base titles and other titles for hits and runs during his career
- Was the first player to achieve 300 homeruns and 300 stolen bases, which very few players have repeated
- Played in 24 All-Star games
- Traded to the New York Mets in 1972
- Retired at the end of the 1973 season and his uniform number, 24, has also been retired by the Giants
- Voted into National Baseball Hall of Fame in 1979



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (24 OF 40)

JOSE "JOE" MENDEZ



Name: José Mendez Baez

Nickname(s): Joe, The Black Diamond

Height: 5' 8"

Weight: 160 pounds

Birthplace: March 19, 1887, Cardenas, Matanzas, Cuba

Negro Leagues Career: 1908-1926 (18 years)

Position(s): Pitcher, Shortstop, 3rd Base, 2nd Base, Manager

Team(s): Brooklyn Royal Giants (1 year), Cuban Stars (3 years), Stars of Cuba (1 year), All Nations (5 years), Chicago American Giants (1 year), Detroit Stars (1 year), Kansas City Monarchs (6 years)

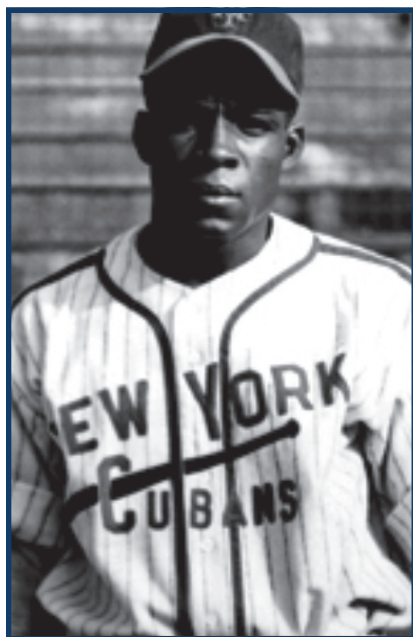
Life Facts and Achievements:

- Made his baseball debut in 1903 at age sixteen
- Played with the top team in Cuba by 1908 and joined the Negro Leagues that same year
- Helped his team to wins in the Cuban League three years straight
- Known for his speed as a pitcher and one of the greatest black pitchers of his time
- Pitched with such power and speed that a teammate died when hit with one of his fastballs during practice
- Had a pitcher's duel with Rube Foster in 1910 that ended in an 11-inning tie with no clear winner
- Valued to be worth \$30,000 a year if he were allowed to play in the Major Leagues
- Achieved a seven-year record as a pitcher by 1914 before developing arm trouble
- Joined J.L. Wilkinson's All Nations club as a shortstop in 1916
- Hired as playing manager of the Kansas City Monarchs after Wilkinson bought the team in 1920
- Pitched occasionally after that time, including the winter of 1923 in Cuba
- Led the Monarchs to three championship wins in 1923, 1924, and 1925
- Got his pitching arm back in the 1924 World Series victory over Hilldale
- Died at 41 from bronchopneumonia in 1928, about two years after retiring from baseball
- Was in the first group of players chosen for the Cuban Hall of Fame in 1939
- Voted into the National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (25 OF 40)

MINNIE MINOSO



Name: Saturnino Orestes Arrieta Armas Minoso

Nickname(s): Minnie

Height: 5'10"

Weight: 175 pounds

Birthplace: November. 29, 1922, Perico, Cuba

Negro Leagues Career: 1945-1948 (3 years)

Position(s): 3rd Base, 1st Base

Team(s): New York Cubans (3 years), Minor Leagues (3 years), Major Leagues (16 years), Mexican League (8 years)

Life Facts and Achievements:

- Began his baseball career in Cuba a year before he joined the New York Cubans
- Played for the New York Cubans in 1946 and was the top hitter on the team
- Helped his team win the Negro National League and Negro World Series championships in 1947
- Selected to play in the 1947 and 1948 East-West All-Star games before joining the Major Leagues
- Traded from Cleveland Indians to the Chicago White Sox and led the league in stolen bases for 3 years
- Spent most of his Major League seasons with the "Go-Go" White Sox of the 1950s
- Played a season each with the St. Louis Cardinals and the Washington Senators
- Ended his career with a total of 186 home runs, 205 stolen bases and was hit by pitches 189 times
- Qualified as a five-decade player by making special appearances in 1976 and 1980 with the White Sox
- Had short career in Minor Leagues, including the Pacific Coast, International and Mexican Leagues
- Played his last full year in 1973 at age fifty



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (26 OF 40)

CONNIE MORGAN



Name: Connie Morgan

Nickname(s): none

Height: 5' 4"

Weight: 140 pounds

Birthplace: October 17, 1935, Philadelphia, Pennsylvania

Negro Leagues Career: 1954-1955 (2 years)

Position(s): 2nd Base

Team(s): Indianapolis Clowns

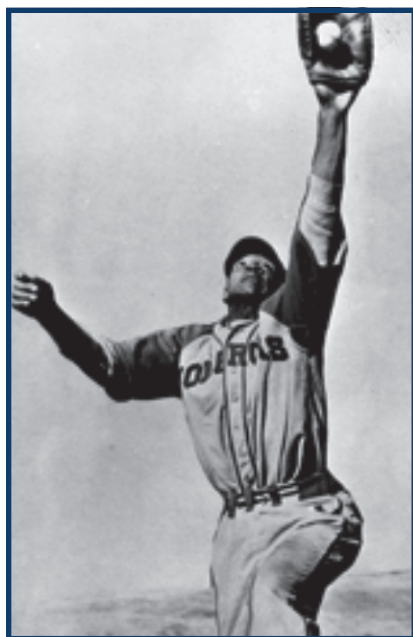
Life Facts and Achievements:

- Attended John Bartram High School and William Penn Business School in her hometown
- Started playing baseball with an all-girl baseball team, the North Philadelphia Honey Drippers
- Signed with the Clowns in 1954 at age 19 to play 2nd base
- Hired to replace another female player, Toni Stone
- Used mostly as a gate attraction to boost ticket sales
- Considered an all-around athlete, playing basketball during the off-season



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (27 OF 40)

JOHN "BUCK" O'NEIL



Name: John Jordan O'Neil

Nickname(s): Buck, Foots, Nancy

Height: 6' 2"

Weight: 190 pounds

Birthplace: November 13, 1911, Carrabelle, Florida

Negro Leagues Career: 1937-1955 (18 years)

Position(s): 1st Base, Outfield, Manager

Team(s): Miami Giants (1 year), New York Tigers (1 year), Shreveport Acme Giants (1 year), Memphis Red Sox (1 year), Zulu Cannibal Giants (1 year), Kansas City Monarchs (14 years), military service (3 years)

Life Facts and Achievements:

- Worked in the celery fields of Florida as a child
- Pursued baseball after attending Edward Waters College in Jacksonville, Florida
- Got the nickname "Foots" because he had big hands and feet and the nickname "Buck" from a team owner
- Served in the U.S. Navy for three years
- Earned first place in batting in the Negro Leagues in 1946
- Played on 9 championship teams and in 3 Negro American League All-Star games
- Played for the Cuban and Mexican Leagues during winters and the Satchel Paige All-Stars in 1946
- Managed KC Monarchs last 8 years of career, winning 5 championships and 2 Negro Leagues World Series
- Became a Major League scout for the Chicago Cubs and Kansas City Royals
- Was the first black coach in the Major Leagues in 1962
- Voted into National Baseball Hall of Fame in 2022



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (28 OF 40)

ROBERT "SACHEL" PAIGE



Name: Robert LeRoy Paige

Nickname(s): Satchel

Height: 6' 4"

Weight: 180 pounds

Birthplace: July 7, 1906, Mobile, Alabama

Negro Leagues Career: 1926-1950 (24 years)

Position(s): Pitcher

Team(s): Chattanooga Black Lookouts (2 years), Birmingham Black Barons (3 years), Baltimore Black Sox (1 year), Cleveland Cubs (1 year), Pittsburgh Crawfords (6 years), Kansas City Monarchs (15 years), Santo Domingo (1 year), Santo Domingo All-Stars (1 year), Newark Eagles (1 year), Mexican League (1 year), Satchel Paige's All-Stars (1 year), New York Black Yankees (1 year), Memphis Red Sox (1 year), Philadelphia Stars (2 years), Major Leagues (4 years), Chicago American Giants (1 year), Minor Leagues (4 years), Indianapolis Clowns (1 year)

Life Facts and Achievements:

- Raised as one of a dozen children and rarely attended school
- Worked as a porter carrying suitcases at the train station as a kid
- Got his nickname from trying to steal a man's satchel and learned how to pitch in reform school
- Started his career pitching for the Mobile Tigers and other semi-pro teams
- Went professional in 1926 with Chattanooga in the Negro Southern League
- Known for striking out batters with his super-fast pitches
- Warmed up by throwing twenty straight pitches across a chewing gum wrapper used as home plate
- Became well known with Pittsburgh Crawfords in early 1930s, but argued with owner over salary often
- Formed his own team in 1937 after returning from playing in Mexico and also played in Puerto Rico
- Signed with the Kansas City Monarchs with a sore arm, but recovered and came back stronger
- Pitched a total of 2,600 games, 300 shutouts, and 55 no-hitters, including 208 strikeouts in 205 innings
- Joined Major League baseball in 1948 as the oldest rookie ever and became oldest pitcher ever in 1965
- Voted into National Baseball Hall of Fame in 1971, the first player ever from the Negro Leagues



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (29 OF 40)

CUMBERLAND "CUM" POSEY



Name: Cumberland Willis Posey, Jr.

Nickname(s): Cum

Height: 5' 9"

Weight: 145 pounds

Birthplace: June 20, 1880, Homestead, Pennsylvania

Negro Leagues Career: 1911-1946 (35 years)

Position(s): Outfield, Manager, Officer, Owner, Secretary of Negro National League and East-West League

Team(s): Homestead Grays (35 years), Detroit Wolves (1 year)

Life Facts and Achievements:

- Raised by a riverboat engineer father and mother who was the first black graduate of Ohio State University
- Attended Homestead High School, University of Pittsburgh, Pennsylvania State and Holy Ghost Colleges
- Led basketball team in scoring and also played baseball and golf in school, while working as a mail clerk
- Joined the Homestead Grays in 1911 and became manager in 1912 when the team became popular
- Known as "father" of the Homestead Grays and guided them into a money-making business 1912-1929
- Secured permission for the team to use the Pittsburgh Pirates field when they were out of town in 1922
- Played professional basketball with Monticello Delaneys and the championship Leondi teams until 1925
- Formed and coached a Grays' basketball team in 1927 that defeated the New York Celtics
- Stopped playing baseball in 1929 and later became Homestead Gray's booking agent, manager, and owner
- Continued to improve the team and recruited more baseball stars, including Josh Gibson and Judy Johnson
- Won the Eastern championship in 1931 with a record of 163 wins and 23 losses
- Lost star players to Pittsburgh Crawfords because they paid higher salaries
- Served as officer of the Negro National League and founded the East-West League
- Started night baseball before the Major Leagues explored the possibility
- Served as executive secretary of Negro National League and wrote a regular article in a local newspaper
- Won 9 straight Negro National League championships beginning in 1937
- Began having health problems in 1945, which led to his death from lung cancer in 1946
- Voted into National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (30 OF 40)

CHARLEY "MINNIE" PRIDE



Name: Charley Pride

Nickname(s): Minnie

Height: 6' 1"

Weight: 180 pounds

Birthplace: March 13, 1938, Sledge, Mississippi

Negro Leagues Career: 1953-1958 (5 years)

Position(s): Pitcher

Team(s): Memphis Red Sox (2 years), Birmingham Black Barons (1 year)

Life Facts and Achievements:

- Discovered when he pitched for a sandlot team against the Memphis Red Sox
- Played with the Memphis Red Sox and the Birmingham Black Barons during the early 1950s
- Joined the Negro American League when it was struggling, losing players to the Major Leagues
- Tried out for the Angels and New York Mets after leaving the Negro Leagues, but not selected
- Returned home and signed a record contract with RCA
- Became first African American star of country music with 36 #1 hits and 25 million albums sold worldwide
- Had 31 gold and 4 platinum records, including one quadruple platinum record
- Voted into the Grand Ole Opry, dedicated to honoring country music and its history, in 1993
- Won the Academy of Country Music's Pioneer Award in 1994
- Received the Turner Broadcasting Trumpet Award for Career Achievement in 1995
- Elected into the Country Music Hall of Fame in 2000
- Served as a board member for the Negro Leagues Baseball Museum in Kansas City, Missouri



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (31 OF 40)

TED "DOUBLE DUTY" RADCLIFFE



Name: Theodore Roosevelt Radcliffe

Nickname(s): Ted, Double Duty

Height: 5' 10"

Weight: 190 pounds

Birthplace: July 7, 1902, Mobile, Alabama

Negro Leagues Career: 1928-1950 (22 years)

Position(s): Catcher, Pitcher, Manager

Team(s): Detroit Stars (2 years), St. Louis Stars (1 year), Homestead Grays (4 years), Pittsburgh Crawfords (1 year), Columbus Blue Birds (1 year), Cleveland Giants (1 year), New York Black Yankees (1 year), Bismarck, North Dakota (1 year) Chicago American Giants (4 years), Brooklyn Eagles (1 year), Cincinnati Tigers (1 year), Memphis Red Sox (2 years), Mexican League (1 year), Birmingham Black Barons (4 years), Kansas City Monarchs (1 year), Harlem Globetrotters (1 year), Louisville Buckeyes (1 year)

Life Facts and Achievements:

- Played on three great black baseball teams: St. Louis Stars, Homestead Grays and Pittsburgh Crawfords
- Nicknamed "Double Duty" by a sportswriter because he would catch and pitch during games
- Appeared in six East-West All-Star games, dividing them equally as a catcher and a pitcher
- Moved to the Midwest in 1934 to play with a white semi-pro team in North Dakota
- Known to change teams whenever more money was offered
- Began managing in 1937, moving to the Memphis Red Sox in 1938 and Chicago American Giants in 1943
- Traveled to Cuba the winter of 1939-1940 and Mexico the summer of 1940 to play in their leagues
- Selected as the Negro American League's Most Valuable Player (MVP) in 1943
- Played in the Negro League's World Series in 1944
- Traded to the Kansas City Monarchs in 1945 as a catcher
- Managed Chicago American Giants in 1950 and made history by signing three white players to the team
- Became an entrepreneur with Satchel Paige forming the All-Star Negro Leagues, making them wealthy



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (32 OF 40)

RICHARD "CANNONBALL DICK" REDDING



Name: Richard Redding

Nickname(s): Cannonball Dick, Smiling Dick

Height: 6' 4"

Weight: 210 pounds

Birthplace: 1891, Atlanta, Georgia

Negro Leagues Career: 1911-1938 (27 years)

Position(s): Pitcher, Outfield, 1st Base, Manager

Team(s): Philadelphia Giants (1 year), New York Lincoln Giants (5 years), New York Lincoln Stars (1 year), Indianapolis ABCs (1 year), Brooklyn Royal Giants (12 years), Chicago American Giants (2 years), military service (2 years), Atlantic City Bacharach's (2 years), New York Bacharach's (1 year)

Life Facts and Achievements:

- Lacked formal education and did not know how to read, although he had extensive experience in baseball
- Played with the Atlanta Depins, a semi-pro team in his hometown, before joining professional baseball
- Began his career in 1911 at 20 with the Philadelphia Giants, then moved to the New York Lincoln Giants
- Won 17 straight games that first year because of his blinding speed and good control as a pitcher
- Nicknamed "Cannonball Dick" because of his overpowering speed and "Smiling Dick" by sports media
- Moved to the Lincoln Stars in 1915, winning 20 straight games before a loss
- Known among the top pitchers in black baseball in the 1910s
- Joined Rube Foster's Chicago American Giants in 1917 after a short time with the Indianapolis ABCs
- Called to serve in World War I during the peak of his career
- Signed on with the Bacharach Giants as a player-manager in 1919 after military service in France
- Transferred to the Brooklyn Royal Giants in 1923 when the Eastern Colored League was formed
- Was appointed manager of the Royals for six seasons between 1927-1932
- Left the Royals to manage the New York Bacharach's
- Pitched in five winter seasons in the Cuban League
- Retired from baseball in 1938
- Admitted to a mental hospital in 1948, where he was until his death



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (33 OF 40)

JACK "JACKIE" ROBINSON



Name: Jack Roosevelt Robinson

Nickname(s): Jackie

Height: 5' 11-1/2"

Weight: 190 pounds

Birthplace: January 31, 1919, Cairo, Georgia

Negro Leagues Career: 1945 (1 year)

Position(s): Shortstop, 2nd Base, Outfield

Team(s): Kansas City Monarchs (1 year)

Life Facts and Achievements:

- Was an All-American in college football at the University of California, Los Angeles
- Played college and semi-pro baseball before joining the Negro Leagues
- Known as an outstanding hitter and base stealer because of his speed
- Selected in 1945 by the Dodgers to be the first black in the Major Leagues at that time
- Played as an outfielder in the Major Leagues
- Set a record of stealing 29 bases his first year in the Major Leagues
- Played baseball in Venezuela during winter
- Won the batting title in 1947, while also stealing 37 bases and hitting 16 home runs
- Helped the Dodgers win three World Series
- Voted into the National Baseball Hall of Fame in 1961



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (34 OF 40)

WILBUR "BULLET" ROGAN



Name: Wilbur Rogan

Nickname(s): Bullet, Bullet Joe

Height: 5' 7"

Weight: 180 pounds

Birthplace: July 28, 1889, Oklahoma City, Oklahoma

Negro Leagues Career: 1917-1938; 1939-1946 (28 years)

Position(s): Pitcher, Outfield, 1st Base, 2nd Base, 3rd Base, Shortstop, Manager, Umpire

Team(s): Kansas City Colored Giants (1 year), All Nations (1 year), Kansas City Monarchs (18 years)

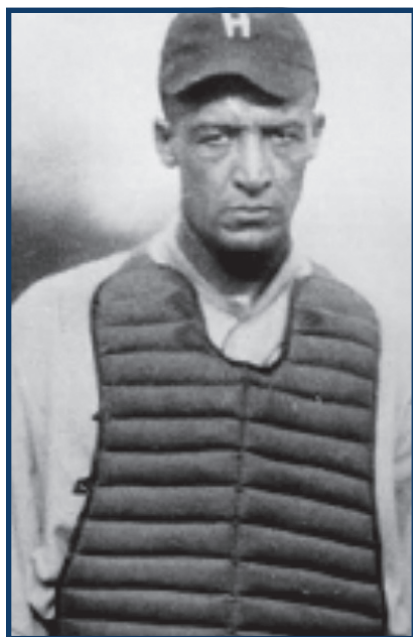
Life Facts and Achievements:

- Born in Oklahoma, but raised in Kansas City, Kansas
- Started his baseball career as a catcher in 1908
- Played with the Kansas City Giants the next season and achieved 54 consecutive wins
- Served in the Army from 1911 to 1919 and led their baseball camps in the Philippines, Hawaii and Arizona
- Known as an outstanding pitcher with a tremendous fastball, a fine curveball and good control
- Signed and played as a shortstop, left fielder and pitcher with the 1917 All Nations team
- Moved to the Monarchs in the first Negro National League
- Was a star player for the Kansas City Monarchs for almost twenty years
- Played in the California Winter League with the Los Angeles White Sox in 1917 and again in 1920
- Achieved a league high 16 home runs in 1922 and continued to have league highs that winter in Cuba
- Missed the World Series in 1924 due to an injury he got while playing with his young son
- Became the Monarch's team manager in 1926
- Helped the Monarchs win another Negro National League pennant in 1929 before becoming seriously ill
- Recovered by 1931 and continued in the manager position until his first retirement at age 48 in 1938
- Restarted baseball career as an umpire in the Negro American League through the 1946 season
- Retired from baseball again to work in the post office in Kansas City
- Voted into the National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (35 OF 40)

LOUIS "TOP" SANTOP



Name: Louis Santop Loftin

Nickname(s): Top, Big Bertha

Height: 6' 4"

Weight: 240 pounds

Birthplace: January 17, 1890, Tyler, Texas

Negro Leagues Career: 1909-1926 (27 years)

Position(s): Catcher, Left Field, Right Field, 1st Base, 3rd Base, Manager

Team(s): Fort Worth Wonders (1 year), Oklahoma Monarchs (1 year), Philadelphia Giants (1 year), New York Lincoln Giants (4 years), Brooklyn Royal Giants (5 years), Chicago American Giants (1 year), New York Lincoln Stars (1 year), Hilldale Daisies (9 years), military service (2 years), Santop Bronchos (4 years)

Life Facts and Achievements:

- Known as a solid, strong-armed catcher who guarded home plate really well
- Nicknamed after the Germans' World War I tank because of his powerful hitting, once over 500 feet away
- Started baseball career in 1909 with the Fort Worth Wonders and Oklahoma Monarchs of Guthrie
- Was a popular player, loved by fans, and earned \$500 a month
- Demonstrated strength and toughness, playing with injuries like a broken thumb, to help his team
- Served in the Navy during World War I, missing a couple seasons of baseball
- Formed his own semi-pro team in 1926, the Santop Bronchos, after getting limited playing time
- Worked as a radio broadcaster, did charity work, served as a bartender and got into politics after baseball
- Developed severe arthritis and other illnesses and was hospitalized towards the end of his life
- Voted into National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (36 OF 40)

TONI STONE



Name: Marcenia Lyle Alberga

Nickname(s): Toni Stone

Height: 5' 7 ½"

Weight: 146 pounds

Birthplace: 1931, St. Paul, Minnesota

Negro Leagues Career: 1953-1954 (2 years)

Position(s): 2nd Base

Team(s): Indianapolis Clowns (1 year), Kansas City Monarchs (1 year)

Life Facts and Achievements:

- Began playing softball with the Girls Highlex Softball Club in St. Paul, Minnesota
- Graduated Roosevelt High School at 15 and switched to playing baseball on a men's team
- Known as the first female to play in the Negro American League
- Recruited to attract audience members in the early 1950s when black baseball was struggling to survive
- Joined the Indianapolis Clowns at 22 in 1953
- Played a total of 50 games as a 2nd baseman
- Traded to the Kansas City Monarchs in winter 1954 and replaced on the Clowns by another female player
- Treated like any other player by being knocked down by pitchers and taken out by baserunners on the field
- Voted into the Women's Sports Hall of Fame on Long Island in September 1993



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (37 OF 40)

GEORGE "MULE" SUTTLES



Name: George Suttles

Nickname(s): Mule

Height: 6' 3"

Weight: 215 pounds

Birthplace: March 2, 1901, Brockton, Louisiana

Negro Leagues Career: 1918-1944 (26 years)

Position(s): 1st Base Right Field, Manager, Umpire

Team(s): Birmingham Black Barons (2 years), St. Louis Stars (5 years), Baltimore Black Sox (1930), Detroit Wolves (1932), Washington Pilots (1932), Cole's American Giants (1933-1935), Newark Eagles (1936-1940, 1942-1944), Indianapolis ABCs (1939), New York Black Yankees (1941-1942)

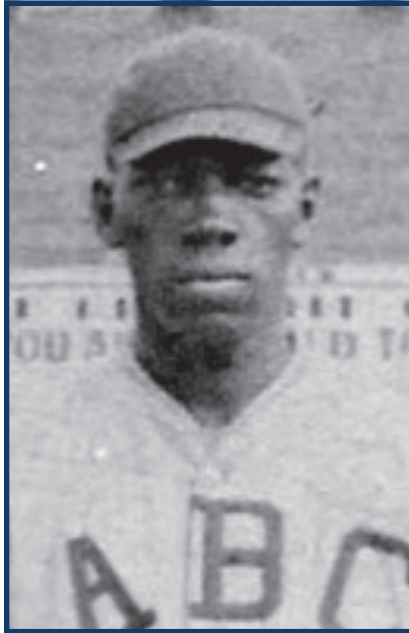
Life Facts and Achievements:

- Worked in the coal mines of Birmingham as a youth and played semi-pro ball on area mining teams
- Had an older brother scheduled to join the Negro National League, but he broke his leg in the mines
- Started his professional baseball career at age seventeen and played 26 years before retiring
- Joined the St. Louis Stars in 1926 and achieved 26 home runs his 1st season and a record 600 feet hit once
- Set a record hit once of 600 feet
- Hit 3 home runs in one inning in 1929 and when he next went to bat, the other team walked off the field
- Helped lead the Stars to championships in 1928, 1930, and 1931 with his batting skills
- Jumped to several teams after the Stars ended, playing with the Pilots, Detroit Stars and American Giants
- Led the Giants to the 1933 championship and also played in Cuba during off season
- Moved to Newark Eagles as a 1st baseman in 1936 and earned 26 home runs in 1938
- Loaned to Indianapolis ABCs to play a game against the Homestead Grays in 1939, upsetting Gray's owner
- Traded to New York Black Yankees in 1941, but returned the next season and began managing in 1943
- Appeared in the East-West All-Star games 5 times, including hitting the first home run in the very first game
- Known as a patient hitting instructor after retiring
- Lived in Newark until he died of cancer in 1968
- Voted into the National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (38 OF 40)

BENJAMIN H. TAYLOR



Name: Benjamin H. Taylor

Nickname(s): Ben

Height: 6' 1"

Weight: 190 pounds

Birthplace: July 1, 1888, Anderson, South Carolina

Negro Leagues Career: 1910-1940 (30 years)

Position(s): 1st Base, Pitcher, Manager, Umpire

Team(s): Birmingham Giants (2 years), West Baden Sprudels (2 years), St. Louis Giants (2 years), New York Lincoln Giants (1 year), Chicago American Giants (2 years), Indianapolis ABCs (6 years), Hilldale Daisies (1 year), New York Bacharach Giants (1 year), Washington Potomacs (2 years), Harrisburg Giants (1 year), Baltimore Black Sox (2 years), Atlantic City Bacharach Giants (1 year), California Stars (1 year), Silver Moons (1 year), Washington Pilots (1 year), Baltimore Stars (1 year), Brooklyn Eagles (1 year), Winston-Salem Eagles (1 year), Washington Black Senators (1 year), Washington Royals (1 year), New York Cubans (1 year), Edgewater Giants (1 year)

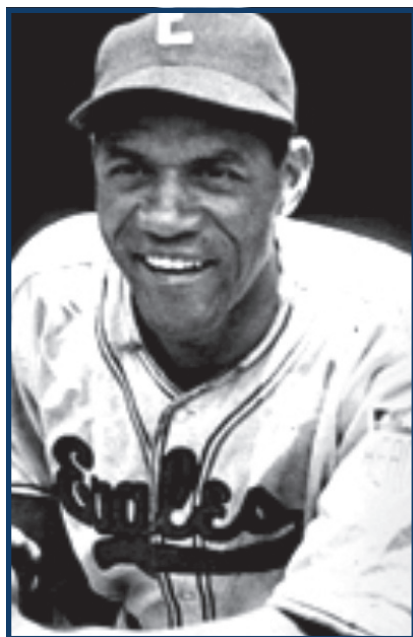
Life Facts and Achievements:

- Began playing baseball in 1908 as a pitcher with the Birmingham Giants
- Moved to Indiana to play on a team his brother managed in 1910, was first in the league in batting that year
- Had 30 wins to 1 loss pitching record in 1911 with St. Louis Giants
- Joined the Chicago American Giants as 1st baseman in 1913 to play with his brothers Jim and Johnny
- Gained most popularity playing for Indianapolis ABCs 1914-1922, under his brother C.I.'s management
- Played in Cuba 1915-1916 before returning to the ABCs
- Became a manager for first time in 1919 for New York Bacharach Giants
- Returned to manage the ABCs after his brother C.I.'s death in 1922, then moved to Washington in 1923
- Hired his brother Johnny as pitching coach and in 1924 led the team in batting and home runs
- Transferred to Baltimore Black Sox as playing manager in 1926 and got hurt in a bad car accident in 1927
- Traded in 1929 to Atlantic City Bacharach Giants, receiving the highest salary in black baseball at that time
- Served as umpire in the East-West League in 1932 and the Negro National League in 1934
- Managed a poolroom after retiring from baseball
- Voted into National Baseball Hall of Fame in 2006



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (39 OF 40)

WILLIE WELLS



Name: Willie James Wells

Nickname(s): The Devil, El Diablo, Chico, Bubbles

Height: 5' 8"

Weight: 160 pounds

Birthplace: August 10, 1905, Austin, Texas

Negro Leagues Career: 1924-1949 (25 years)

Position(s): Shortstop, 3rd Base, 2nd Base, Pitcher, Manager

Team(s): San Antonio Black Aces (1 year), St. Louis Stars (7 years), Detroit Wolves (1 year), Homestead Grays (1 year), Kansas City Monarchs (2 years), Cole's American Giants (2 years), Newark Eagles (5 years), Mexican League (4 years), Chicago American Giants (1 year), New York Black Yankees (2 years), Baltimore Elite Giants (1 year), Indianapolis Clowns (1 year), Memphis Red Sox (2 years), Canadian League (2 years), Birmingham Black Barons (1 year)

Life Facts and Achievements:

- Started playing baseball on the sandlots of Texas and with the San Antonio Black Aces
- Joined Stars in 1924 and set a record in 1926 with 27 home runs and with batting titles in 1929 and 1930
- Helped lead St. Louis Stars to Negro National League championships in 1928, 1930 and 1931
- Won championships with the Negro Southern League in 1932 and Negro National League in 1933
- Appeared in eight All-Star games, including the first one ever
- Transferred to Eagles in 1936 and wore a hard hat to bat after being knocked unconscious once accidentally
- Played many years in Latin America, mostly in Cuba, and named Most Valuable Player in 1938-1939
- Earned his nickname "El Diablo" in Mexico playing as shortstop to help win the 1940 championship
- Returned to Newark as a player-manager for \$315 per month in 1942 and voted MVP that year
- Selected to annual All-American team and identified as one of top five players to transition to Major Leagues
- Returned to Mexico in 1943 and became a tutor to Jackie Robinson when he played with Montreal
- Played in the 1940s with Giants, Memphis and Indianapolis and as playing manager in Canada in the 1950s
- Retired from baseball and worked in a New York deli for 13 years before moving to care for his mother
- Suffered from heart failure in 1989
- Voted into National Baseball Hall of Fame in 1997



MICROLESSON THREE - HANDOUT: NEGRO LEAGUES PLAYER CARD (40 OF 40)

"SMOKEY JOE" WILLIAMS



Name: Joseph Williams

Nickname(s): Joe, Smokey Joe, Cyclone, Yank

Height: 6' 4"

Weight: 190 pounds

Birthplace: April 6, 1885, Seguin, Texas

Negro Leagues Career: 1905-1932 (27 years)

Position(s): Pitcher, Outfield, 1st Base, Manager

Team(s): San Antonio Black Bronchos (2 years), Chicago Giants (1 year), New York Lincoln Giants (12 years), Mohawk Giants (1 year), Chicago American Giants (1 year), Atlantic City Bacharach Giants (1 year), Hilldale Daisies (1 year), Brooklyn Royal Giants (1 year), Homestead Grays (7 years), Detroit Wolves (1 year)

Life Facts and Achievements:

- Started his career in Texas with Austin/San Antonio Black Bronchos and the Birmingham Giants
- Played during winter seasons in California and Cuba
- Known as a dominant player in black baseball from the time he started with the Chicago Giants in 1910 until his retirement from the Homestead Grays in 1932
- Nicknamed "Cyclone" because of his fastball pitch
- Pitched with Chicago American Giants in 1912, winning over every Pacific Coast League team except one
- Had his best all-around season in 1914 pitching for 41 wins and only 3 losses
- Moved to the New York Lincoln Giants and served as captain and manager for several seasons until 1923
- Married a Broadway dancer in New York in 1922
- Joined the Grays in 1931, as part of "the greatest black team of all time" alongside Josh Gibson and others
- Received more votes than Satchel Paige as the "all-time best pitcher in the Negro Leagues" in a 1952 poll
- Voted into the National Baseball Hall of Fame in 1999



MICROLESSON THREE - HANDOUT 41: VENN DIAGRAM TEMPLATE

Player 1

Player 3

Player 2



MICROLESSON THREE - HANDOUT 42: MY IDEAL TEAM

Your group is putting together human resources for an ideal baseball team. In what order would you choose the players you have been given and why?

1st Choice Player _____

Why is this player your 1st choice?

2nd Choice Player _____

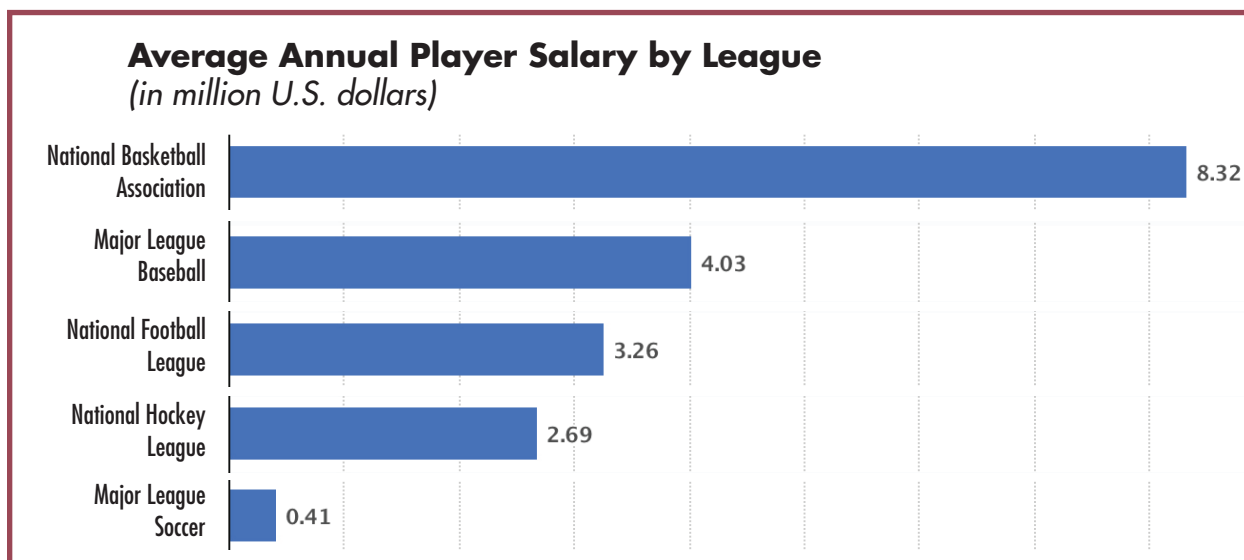
Why is this player your 2nd choice?

3rd Choice Player _____

Why is this player your 3rd choice?



MICROLESSON THREE - HANDOUT 43: SPORTS JOBS (PAGE 1 OF 3)



Source: <https://www.statista.com/statistics/675120/average-sports-salaries-by-league/>

1. In the chart, which of these leagues has the highest income?
 - a. Major League Baseball
 - b. National Football League
 - c. National Hockey League
 - d. Major League Soccer
2. In the chart, which sports league has an average annual income above \$5 million?
 - a. Major League Soccer
 - b. National Hockey League
 - c. Major League Baseball
 - d. National Basketball Association
3. Based on the chart, is there higher incentive to be a professional basketball player or soccer player? Why?



MICROLESSON THREE - HANDOUT 43: SPORTS JOBS (PAGE 2 OF 3)

4. During the time of the Negro Leagues, barnstormers sold tickets, entertained and played the game of baseball. For every ticket sold, players received a portion as income. If a player were to receive \$.01 cent for every ticket sold and 56 tickets were sold, how much income would that player receive?

a. Less than \$.17 cents c. More than \$.53 cents
b. Less than \$.42 cents d. More than \$.81 cents

5. During the Negro Leagues, do you think black baseball players had different human capital than white baseball players? Why or why not?

6. During an average game, football and soccer teams use 11 players at a time, a baseball team uses 9 players, a hockey team uses 6 players and a basketball team uses 5 players. Which sport uses the most human resources per game?

a. Soccer c. Hockey
b. Baseball d. Basketball

7. Players of which sport, football or baseball, require the most human capital? Why?



MICROLESSON THREE - HANDOUT 43: SPORTS JOBS (PAGE 3 OF 3)

- 8.** Athletes can improve their human capital by developing certain skills. Match the skills on the left with the appropriate sport on the right.

_____ Pitching

_____ Ice skating

_____ Hitting the ball as far as possible

_____ Kicking the ball

_____ Bouncing the ball

_____ Passing the ball with your head

_____ Stickhandling

_____ Controlling the puck

_____ Stealing bases

_____ Throwing the ball in the hoop

A. Basketball



B. Baseball



C. Football



D. Soccer



E. Hockey



- 9.** If you had to make a choice, which sport would you choose to play?

a. Baseball

b. Basketball

c. Football

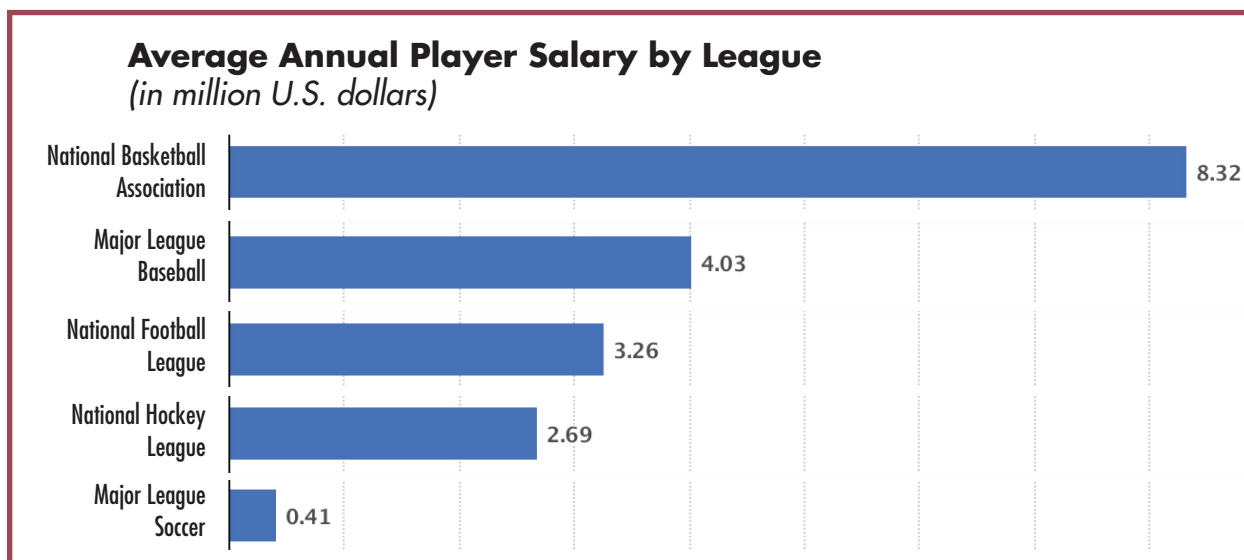
d. Hockey

e. Soccer

- 10.** What skills do you have now that could help you play that sport? Would these skills be helpful in another sport? Why or why not?



MICROLESSON THREE – SPORTS JOBS ANSWER KEY (PAGE 1 OF 3)



Source: <https://www.statista.com/statistics/675120/average-sports-salaries-by-league/>

1. In the chart, which of these leagues has the highest income?
a. Major League Baseball c. National Hockey League
b. National Football League d. Major League Soccer
2. In the chart, which sports league has an average annual income above \$5 million?
a. Major League Soccer c. Major League Baseball
b. National Hockey League **d. National Basketball Association**
3. Based on the chart, is there higher incentive to be a professional basketball player or soccer player? Why?

Basketball; basketball players earn a much higher income.



- Answers may vary, but may include: Yes, because black baseball players had to play and entertain; No, they both had similar skills to play the game of baseball.**

- Answers will vary.**



MICROLESSON THREE – SPORTS JOBS ANSWER KEY (PAGE 3 OF 3)

8. Athletes can improve their human capital by developing certain skills. Match the skills on the left with the appropriate sport on the right.

B. _____ Pitching

E. _____ Ice skating

B. _____ Hitting the ball as far as possible

D. _____ Kicking the ball

A. _____ Bouncing the ball

D. _____ Passing the ball with your head

E. _____ Stickhandling

E. _____ Controlling the puck

B. _____ Stealing bases

A. _____ Throwing the ball in the hoop

A. Basketball



B. Baseball



C. Football



D. Soccer



E. Hockey



9. If you had to make a choice, which sport would you choose to play? **Answers will vary.**

a. Baseball

b. Basketball

c. Football

d. Hockey

e. Soccer

10. What skills do you have now that could help you to play that sport? Would these skills be helpful in another sport? Why or why not?

Answers will vary, but may include: running fast, throwing, jumping, etc.

Answers will vary, but may include: Yes, these same skills could be useful in other sports because they also involve running, throwing, etc.

UNIT TWO: *BASEBALL BARRIERS AND BREAKTHROUGHS*

MICROLESSON FOUR: SEGREGATION AND MIGRATION



Timing: 30-120 minutes, based on activities completed

Description: In this microlesson, students will learn about segregation and the Great Migration as they relate to Negro Leagues Baseball. Students will examine primary sources and hear from the Negro Leagues Baseball Museum president to expand their knowledge of the Negro Leagues. They will also interpret a historical timeline featuring barriers and breakthroughs within the Negro Leagues through written, verbal and/or visual activities. Students will analyze Great Migration maps and U.S. population data and explain their views on fluctuations over time.

Grade Range:

Middle School

Learning Objectives:

Students will be able to:

- Define segregation and migration.
- Interpret primary sources and video about the Negro Leagues.
- Construct a narrative and imagery about Negro Leagues history.
- Identify and explain examples of segregation in U.S. history.
- Create an original skit about the Negro Leagues.
- Analyze U.S. population maps and charts.
- Formulate opinions about data fluctuations.

Key Vocabulary:

- Segregation – the separation of races
- Migration – movement of people from one place to another
- Population – the number of people in a specific area (city, town, region, country, etc.)
- Economic Growth – a continuous rise over time in the production of goods and services
- Great Migration – mass movement of blacks from the South to cities in other parts of the country, like the Northeast, West and Midwest

Materials Needed:

- Visual 1: Snapshots of Negro Leagues History
- Handout 1: KWL Chart
- Handout 2: Negro Leagues Timeline
- Handout 3: The Great Migration
- Handout 4: Migration Investigation
- Handout 4 Answer Key
- Video 1: [How Segregation Impacted the Negro Leagues](#)

Introduction:

- Professional baseball became an organized sport in 1870.
- By 1900, nearly every major city in the U.S. had a professional Major League baseball team.
- Baseball players of all races played together as the sport grew in popularity.
- In 1920, a new baseball commissioner was chosen, Judge Kenesaw Mountain Landis.
- Landis and many team owners at that time did not want blacks and whites to play together.
- **Segregation**, or the separation of races, became the “unofficial” norm in professional baseball.
- Segregation also existed in schools, restaurants, parks and other public spaces at that time.
- Black and Hispanic baseball players continued to play at what many considered a professional level, by forming their own teams and traveling across the country to play against other teams that were willing.
- In 1920, Andrew “Rube” Foster, an owner of one of the black baseball teams, brought together other owners from the Midwest to form the Negro National League.
- Soon, competing leagues started in eastern and southern states, that also had all black and Hispanic players.
- These leagues together were called the Negro Leagues because “Negro” was a common term for blacks then.
- The Negro Leagues were just like Major League teams when it came to team structure, game rules and standards of conduct for players.
- These teams were based in cities where there was a large black **population**, or number of people in that area.
- During this time in America, 10% of the population was black.
- Between 1910 to 1970, about 6 million blacks moved from southern states to cities like Philadelphia, Chicago, Baltimore, New York City, Detroit, and Kansas City.

- This was called the **Great Migration**, or mass movement of blacks from the South to cities in other parts of the country.
- Negro Leagues teams helped to promote economic growth in black communities because the teams and their fans needed places to eat, sleep, get haircuts and purchase countless other goods and services.
- **Economic growth** is the continuous rise in the production of goods and services over time.
- Compared with the South, jobs and living conditions became better in other parts of the country, so blacks began to **migrate**, or move from one place to another, for those opportunities.
- During this significant growth and enforced segregation, nearly 100 Negro Leagues teams emerged.
- By the 1930s, the Negro Leagues were popular among both blacks and whites.
- Sometimes as many as 400,000 fans attended off-season games where Negro and Major League players competed against each other.
- Additionally, when the Negro Leagues started their version of the Major Leagues All-Star game, it attracted crowds that were almost as close in size each year.
- As the Negro Leagues became more successful, Major League team owners started recruiting black players to their teams.
- The first, after decades of segregation, was Jackie Robinson, who had played for the Negro Leagues' Kansas City Monarchs.
- He joined the Brooklyn Dodgers' minor league team in 1945 before playing on their Major League team in 1947. The game was attended by 48,000 fans.
- Soon after, other Major League teams hired Negro Leagues players and by 1959, both blacks and whites played alongside one another on every professional Major League team.
- Eventually, the Negro Leagues' success brought about its end, when black players were seen as being just as skilled as white players.
- However, this also eliminated segregation in professional baseball and demonstrated the value that black players and their fans can bring to Major League teams and their owners.

Activity 1:

- After reading the introduction aloud, display Visual 1: Snapshots of Negro Leagues History.
- Distribute Handout 1: KWL Chart and ask students to complete the K and W columns individually (younger students or those with limited knowledge, can complete rows 1-3 of the chart, rather than all five).

- Distribute Handout 2: Negro Leagues Timeline to each student and ask them to review the timeline and to complete column “L” of their KWL chart based on what they learned.
- Discuss results from students’ KWL charts as a class.
- Ask students if their views about baseball have changed based on what they learned, and if so, allow them to share.

Activity 2:

- After reading the introduction aloud, display Visual 1: Snapshots of Negro Leagues History.
- Ask students to write a short narrative of their interpretation of the introduction and pictures, with a beginning, middle and end, that focuses on what they believe happened with Negro Leagues baseball, the teams and/or players.
- Have students create 2-3 visuals to accompany their story.
- Invite students to share their stories and visuals with the class.

Activity 3:

- After reading the introduction aloud, distribute Handout 2: Negro Leagues Timeline to each student.
- Pair students and ask them to find 1-3 examples of segregation within the timeline and to explain why. (Can be completed verbally or in writing, based on teacher preference)
- As a class, discuss some of the examples of segregation, asking students how they feel about those instances and how those points in history impacted the Negro Leagues and baseball.

Activity 4:

- After reading the introduction, distribute Handout 2: Negro Leagues Timeline to each student.
- Ask students to pick a point on the timeline and to create a visual/drawing that represents that point in Negro Leagues history.

Activity 5:

- After reading the introduction, distribute Handout 2: Negro Leagues Timeline to each student.
- Ask students to identify a point on the timeline:
 - That they found interesting
 - That they would like to change
 - That had an impact on economic conditions

- Then, ask students to write a short paragraph explaining why, including key vocabulary from the Introduction.
- If desired, invite students to create a visual to accompany their narrative.

Activity 6:

- After reading the introduction, distribute Handout 2: Negro Leagues Timeline to each student.
- Divide students into small groups, ask them to pick a point on the timeline and to create a skit about that occurrence to perform for the class.

Activity 7:

- After reading the introduction, show Video 1: How Segregation Impacted the Negro Leagues.
- Distribute Handout 3: The Great Migration.
- Discuss with students what the maps and chart represent.
- Distribute Handout 4: Migration Investigation and ask students to complete it (in pairs or individually) using information found on Handout 3.
- Check answers using the Handout 4 Answer Key.

Discussion Questions:

- How did segregation affect the game of baseball?
- What caused Negro Leagues Baseball to end?
- What effect did the end of Negro Leagues Baseball have on black businesses?
- Was the end of Negro Leagues Baseball good or bad for black baseball players? Why?
- In what ways did Negro Leagues teams impact the economy in places where they played?
- Describe what you think might have happened to cities in the South after the Great Migration.
- What effect does population have on the economy?
- What are some of the successes in Negro Leagues Baseball history?
- How did Major League baseball differ from the Negro Leagues?
- Who are a few key individuals in Negro Leagues history and why?

Additional Resources and References:

- Negro Leagues Baseball eMuseum - <https://nlbmuseum.com/history/overview.html>
- *The Negro Leagues: Celebrating Baseball's Unsung Heroes* by Matt Doeden
- *Negro League Baseball: The Rise and Ruin of a Black Institution* by Neil Lanctot
- *The Negro Leagues Chronology* by Christopher Hauser

- *Shades of Glory: The Negro Leagues and the Story of African American Baseball* by Lawrence D. Hogan
- *The Negro Leagues: The Story of Black Baseball* by Jacob Margolies

Content Standards:

Voluntary National Content Standards in Economics

- Standard 15: Economic Growth - Investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.

Common Core Standards – English Language Arts

- **Reading: Literature – Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **Reading: Informational Text – Key Ideas and Details:**

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **Reading: Informational Text – Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- **Reading: Foundational Skills – Fluency:**

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

- **Writing – Text Types and Purposes:**

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts,

and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **Writing – Production and Distribution of Writing:**

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

- **Writing – Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **Writing – Range of Writing:**

CCSS.ELA-LITERACY.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **Speaking and Listening – Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- **History/Social Studies – Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **History/Social Studies – Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



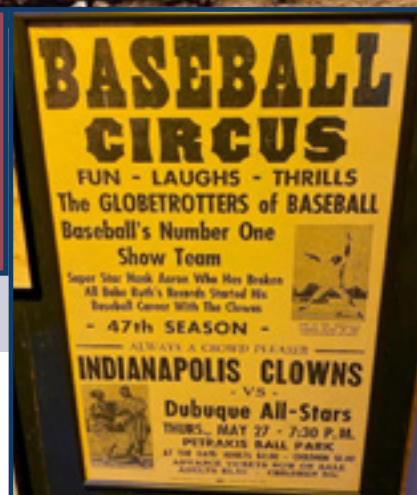
MICROLESSON FOUR – VISUAL 1: SNAPSHOTS OF NEGRO LEAGUES HISTORY



"Life in Negro baseball was tough. It was tough even in our Negro National League and when you went down to that league [Negro Southern League] it was tougher." BUCK LEONARD, HOMESTEAD GRAYS



"There was no place between Chicago and St. Louis where we could stop and eat – unless we stopped in a place where they had a colored settlement. From St. Louis to Kansas City, same thing. So, many times we would ride all night and not have anything to eat, because they wouldn't feed you." BILL YANCEY, NEW YORK BLACK YANKEES



Images: from NLBM with permission



MICROLESSON FOUR - HANDOUT 1: KWL CHART

TOPIC: **Negro Leagues Baseball** STUDENT NAME: _____

K WHAT I KNOW	W WHAT I WONDER	L WHAT I LEARNED



MICROLESSON FOUR - HANDOUT 2: NEGRO LEAGUES TIMELINE (PAGE 1 OF 3)

1860-1899

Slaves freed - Emancipation Proclamation

1863

Voting rights law passed – 15th Amendment

1870

Equal rights law passed – Civil Rights Act

1875

First Major League started – National Baseball League

1876

Jim Crow laws passed – separation of blacks and whites

1877

Equal rights law reversed – Civil Rights Act

1883

First black professional ballplayer – Moses Fleetwood Walker

1884

First black professional ball team – New York Cuban Giants

1885

Refused to play blacks – Cap Anson

1887

1900-1949

Second Major League started – American Baseball League

1900

First Major League World Series

1903

Blacks banned from Major Leagues – Baseball Commissioner Landis

1910

Negro National League started

1920

Negro Southern League started

1920

Eastern Colored League started

1922

First Negro Leagues World Series

1924

Eastern Colored League ended

1928

American Negro League started

1929

American Negro League ended

1930

Negro National League paused

1932



MICROLESSON FOUR - HANDOUT 2: NEGRO LEAGUES TIMELINE (PAGE 2 OF 3)

1900-1949 Continued

First Negro Leagues
team ballpark – Pittsburgh
Crawfords

1932

First home run hit out of
Yankee Stadium – Negro
Leagues' Josh Gibson

1934

Negro Major Baseball
League started and ended

1942

First black joins
American Baseball
League – Larry Doby

1947

Negro National League
merged with Negro
American League

1948

East-West League
started and ended

1932

Negro Southern
League ended

1936

Blacks supported in the
Major Leagues – Baseball
Commissioner Chandler

1945

First black to hit a home
run in Major Leagues –
Willard Brown

1947

First black Most Valuable
Player in National Baseball
League – Jackie Robinson

1949

Negro National
League restarted

1933

Negro American
League started

1937

First female Negro
Leagues team owner -
Effa Manley

1946

Segregation ended
in military –
President Truman

1948

First Negro Leagues
East-West All
Star game

1933

National Baseball Hall
of Fame opened

1939

First black joins National
Baseball League – Jackie
Robinson

1947

First black pitcher in World
Series – Satchel Paige

1948



MICROLESSON FOUR - HANDOUT 2: NEGRO LEAGUES TIMELINE (PAGE 3 OF 3)

1950-1999

First female in Negro Leagues – Toni Stone

1953

Last Major League team to integrate – Boston Red Sox

1959

First black Major League umpire – Emmett Ashford

1966

First black to set a home run record – Hank Aaron

1974

Achieved record for most stolen bases – Rickey Henderson

1982

Segregation in schools banned – Brown vs Board of Education

1954

Negro American League ended

1960

Only player to win Most Valuable Player in both Major Leagues – Frank Robinson

1966

First black Major League team manager – Frank Robinson

1975

Only player with jersey number retired across all Major League teams – Jackie Robinson

1997

U.S. military had to enforce integration – Little Rock, Arkansas

1957

First black assistant coach in Major Leagues – Buck O'Neil

1962

First Negro Leagues player honored in National Baseball Hall of Fame – Satchel Paige

1971

First black Major League general manager – Bill Lucas

1976

First black honored with jersey number retirement – Roy Campanella

1958

First black Major League team captain – Willie Mays

1964

First black to set record for longest home run hit – Reggie Jackson

1971

Selected for most Major League All-Star games – Hank Aaron

1976

2000-Beyond

Achieved most career home runs – Barry Bonds

2001

Voted Most Valuable Player the most – Barry Bonds

2004

Negro Leagues officially recognized with Major League status

2006

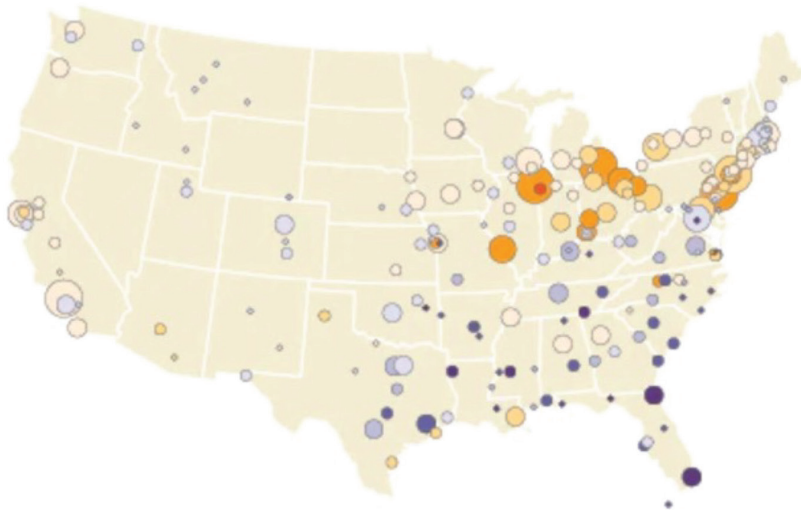
National Baseball Hall of Fame created Buck O'Neil Lifetime Achievement Award

2008

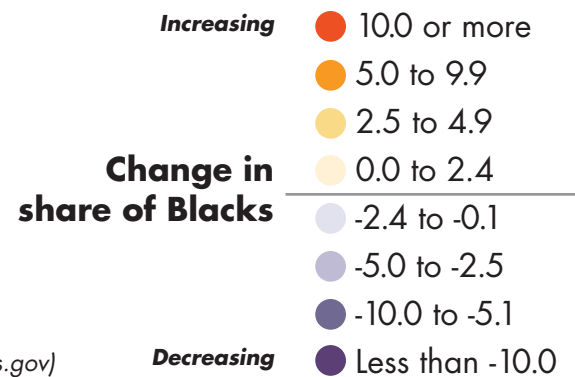
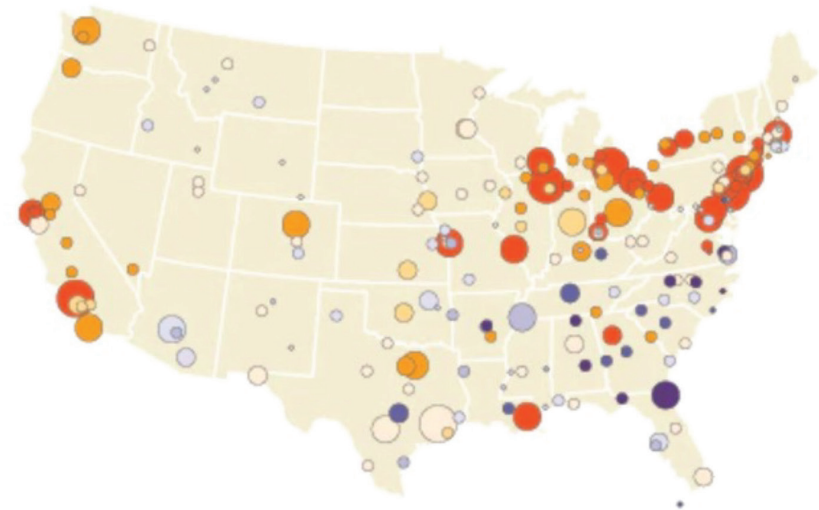


MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 1 OF 5)

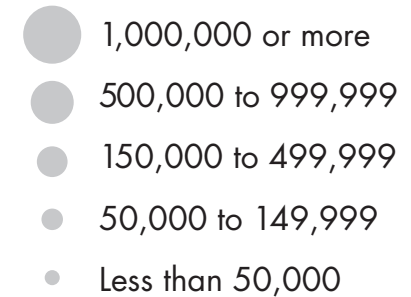
The First Great Migration:
1910-1940



The Second Great Migration:
1940-1970



City Population
(in later decade)



Source: The Great Migration, 1910 to 1970 ([census.gov](https://www.census.gov))



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 2 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	2020 Census	2010 Census	2000 Census	1990 Census	1980 Census	1970 Census
UNITED STATES						
Resident Population	331,449,281	308,745,538	281,421,906	248,709,873	226,545,805	203,211,926
Percent Change	7.40%	9.70%	13.20%	9.80%	11.50%	13.30%
COLORADO						
Resident Population	5,773,714	5,029,196	4,301,261	3,294,394	2,889,964	2,207,259
Percent Change	14.80%	16.90%	30.60%	14.00%	30.90%	25.80%
KANSAS						
Resident Population	2,937,880	2,853,118	2,688,418	2,477,574	2,363,679	2,246,578
Percent Change	3.00%	6.10%	8.50%	4.80%	5.20%	3.10%
MISSOURI						
Resident Population	6,154,913	5,988,927	5,595,211	5,117,073	4,916,686	4,676,501
Percent Change	2.80%	7.00%	9.30%	4.10%	5.10%	8.30%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 3 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	1960 Census	1950 Census	1940 Census	1930 Census	1920 Census	1910 Census
UNITED STATES						
Resident Population	179,323,175	151,325,798	132,165,129	123,202,660	106,021,568	92,228,531
Percent Change	18.50%	14.50%	7.30%	16.20%	15.00%	21.00%
COLORADO						
Resident Population	1,753,947	1,325,089	1,123,296	1,035,791	939,629	799,024
Percent Change	32.40%	18.00%	8.40%	10.20%	17.60%	48.00%
KANSAS						
Resident Population	2,178,611	1,905,299	1,801,028	1,880,999	1,769,257	1,690,949
Percent Change	14.30%	5.80%	-4.30%	6.30%	4.60%	15.00%
MISSOURI						
Resident Population	4,319,813	3,954,653	3,784,664	3,629,367	3,404,055	3,293,335
Percent Change	9.20%	4.50%	4.30%	6.60%	3.40%	6.00%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 4 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	2020 Census	2010 Census	2000 Census	1990 Census	1980 Census	1970 Census
NEBRASKA						
Resident Population	1,961,504	1,826,341	1,711,263	1,578,385	1,569,825	1,483,493
Percent Change	7.40%	6.70%	8.40%	0.50%	5.80%	5.10%
NEW MEXICO						
Resident Population	2,117,522	2,059,179	1,819,046	1,515,069	1,302,894	1,016,000
Percent Change	2.80%	13.20%	20.10%	16.30%	28.20%	6.80%
OKLAHOMA						
Resident Population	3,959,353	3,751,351	3,450,654	3,145,585	3,025,290	2,559,229
Percent Change	5.50%	8.70%	9.70%	4.00%	18.20%	9.90%
WYOMING						
Resident Population	576,851	563,626	493,782	453,588	469,557	332,416
Percent Change	2.30%	14.10%	8.90%	-3.40%	41.30%	0.70%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 5 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	1960 Census	1950 Census	1940 Census	1930 Census	1920 Census	1910 Census
NEBRASKA						
Resident Population	1,411,330	1,325,510	1,315,834	1,377,963	1,296,372	1,192,214
Percent Change	6.50%	0.70%	-4.50%	6.30%	8.70%	11.80%
NEW MEXICO						
Resident Population	951,023	681,187	531,818	423,317	360,350	327,301
Percent Change	39.60%	28.10%	25.60%	17.50%	10.10%	67.60%
OKLAHOMA						
Resident Population	2,328,284	2,233,351	2,336,434	2,396,040	2,028,283	1,657,155
Percent Change	4.30%	-4.40%	-2.50%	18.10%	22.40%	109.70%
WYOMING						
Resident Population	330,066	290,529	250,742	225,565	194,402	145,965
Percent Change	13.60%	15.90%	11.20%	16.00%	33.20%	57.70%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 4: MIGRATION INVESTIGATION (1 OF 2)

HISTORICAL POPULATION CHANGE (1910-2020)

1. According to the maps, did more blacks migrate during the first migration or the second? Why do you think that is?

2. During the first migration from 1910-40, some eastern cities saw a decrease in the black population of 500,000 or more, although many still moved to the East Coast. Why would one area experience both a decrease and an increase in population at the same time?

3. A few states in the U.S. had no increases or decreases in population during either time frames of the Great Migration. Why do you think that might be?

4. Cities with a large black population were most likely to also have a Negro Leagues team nearby. How did the Negro Leagues influence the economy of the cities in which they were based?

5. Based on the data in the Historical Population Change chart, which year(s) and state(s) saw the most change in population growth (over 25%)?



MICROLESSON FOUR - HANDOUT 4: MIGRATION INVESTIGATION (1 OF 2)

- 6.** Does the chart show that population growth in 2020 has increased or decreased as compared with 1910? Why do you think this is the case?

- 7.** Of the states in the chart, which one has experienced the most population growth over time? Why might this be?



MICROLESSON FOUR - HANDOUT 4: ANSWER KEY (1 OF 2)

1. According to the maps, did more blacks migrate during the first migration or the second? Why do you think that is?

The second. Answers will vary.

2. During the first migration from 1910-40, some eastern cities saw a decrease in the black population of 500,000 or more, although many still moved to the East Coast. Why would one area experience both a decrease and an increase in population at the same time?

Answers will vary, but may include those already living there wanted different opportunities in other cities, those already living there didn't like how the increased population impacted available jobs, housing, etc.

3. A few states in the U.S. had no increases or decreases in population during either time frames of the Great Migration. Why do you think that might be?

Answers will vary, but may include there weren't any/many blacks living in those states; there weren't large settlements or populations in those cities at the time, etc.

4. Cities with a large black population were most likely to also have a Negro Leagues team nearby. How did the Negro Leagues influence the economy of the cities in which they were based?

Answers will vary, but may include: many businesses were created or expanded to accommodate the players and their fans, when fans came to Negro Leagues games, they purchased goods and services at the businesses there, etc.

5. Based on the data in the Historical Population Change chart, which year(s) and state(s) saw the most change in population growth (over 25%)?

Highest Population Growth: Colorado in 1980, 1970, 1960 and 1910; New Mexico in 1980, 1960, 1950, 1940 and 1910; Oklahoma in 1910; Wyoming in 1980, 1920 and 1910

Population Decreases: Kansas in 1940; Nebraska in 1940; Oklahoma in 1950 and 1940; Wyoming in 1990



MICROLESSON FOUR - HANDOUT 4: ANSWER KEY (2 OF 2)

6. Does the chart show that population growth in 2020 has increased or decreased as compared with 1910? Why do you think this is the case?

Decreased in 2020

Answers will vary, but may include people had fewer children in 2020; more people moved to states outside of the Midwest as new cities were developed and grew; etc.

7. Of the states in the chart, which one has experienced the most population growth over time? Why might this be?

New Mexico or Colorado is acceptable

Answers will vary

UNIT TWO: *BASEBALL BARRIERS AND BREAKTHROUGHS*

MICROLESSON FIVE: GAME CHANGE



Timing: 30-60 minutes per activity

Description: In this microlesson, students will learn about Negro Leagues Baseball commemorative coins and their associated legislation. Students will read about Negro Leagues teams and create their own commemorative coin with complementary legislation to present to the class for peer evaluation. Students will also apply critical thinking to complete a vocabulary-focused crossword puzzle and work collaboratively to develop and solve mathematical word problems based on commemorative coin facts.

Grade Range:
Middle School

Learning Objectives:

Students will be able to:

- Define asset, choice, commemorative, demand, incentive, investment, money, opportunity cost, price, scarcity, and surcharge
- Identify opportunity cost of decisions (Activity 2 only)
- Write original text that tells a story or offers additional context about coin designs and illustrations (Activities 3 and 8 only)
- Construct original coin designs (Activities 1, 2, and 6 only)
- Develop a marketing slogan/skit associated with coin designs and illustrations (Activities 4 and 5 only)
- Formulate legislation correlated to commemorative coins (Activity 2 only)
- Defend their coin design orally and visually (Activities 1 and 2 only)
- Solve coin-related mathematical problems (Activity 9 only)
- Evaluate others' coin designs (Activities 1 and 2 only)
- Interpret key vocabulary to complete a crossword puzzle (Activity 7 only)
- Present original work orally and visually (Activities 3, 4, 5, and 6 only)

Key Vocabulary:

- Asset - Something of monetary value owned by an individual or organization
- Choice - to make a decision
- Commemorative - issued in limited quantities for a limited time to honor or feature someone or something
- Demand – the amount that consumers are able and willing to buy at all possible prices at a given time
- Incentive - something that influences the behavior of people
- Investment - An asset purchased with the hope that it will gain value and provide a financial return.
- Money – anything widely accepted in exchange for goods and services
- Opportunity Cost – next best alternative that you give up
- Price – the amount that people pay for a good or service
- Scarcity - when there is not enough for all who want it
- Surcharge – an extra fee

Materials Needed:

- Visual 1: Coin Design Guidelines
- Visual 2: Negro Leagues Commemorative Coin Act Abbreviated
- Handout 1: Negro Leagues Baseball Commemorative Coins
- Handout 2: Coin Design Scoring Guide
- Handout 3: New Coin Act
- Handout 4-16: Negro Leagues Teams (13 total)
- Handout 17: Coin Crossword
- Handout 18: Negro Leagues Coins Video Journal
- Handout 19: Commemorative Coin Calculations
- Coin Crossword Answer Key
- Video 1: Designers' Perspectives on the Negro Leagues Baseball Commemorative Coins (4:02 minutes), <https://www.usmint.gov/learn/coin-and-medal-programs/commemorative-coins/negro-leagues-baseball>
- Video 2: The Designs and Significance of Negro Leagues Commemorative Coins (10:58 minutes), https://www.youtube.com/watch?v=9utmFo_yQ4I

Introduction:

- In 1920, Andrew 'Rube' Foster, a former baseball player, manager, and owner, met with other black baseball team owners to establish an organized league for black and brown players.
- This league was the first of many created in response to nonwhite baseball players being banned from the Major Leagues.
- Together, these new leagues became the Negro Leagues, and although they were created out of racial discrimination, they were widely successful for many decades.
- The Negro Leagues enabled approximately 2,600 African American and Hispanic baseball players to compete at a professional level.
- Many talented individuals who began their baseball career in the Negro Leagues were later recognized for their skills by the National Baseball Hall of Fame, along with their white counterparts.
- The Negro Leagues helped create economic growth and advancement for black communities and businesses across the United States.
- The cities where Negro Leagues teams were based became the center of profitable African American businesses, providing retail, restaurants, hotels and other goods and services for both players and fans.
- Innovations like "night-time baseball" and the batting helmet began in the Negro Leagues.
- Additionally, Negro Leagues players were the first to play overseas, spreading baseball's influence internationally.
- Baseball fans of all races could see some of the era's top talent within the Negro Leagues.
- In February 2020, Negro Leagues baseball reached a milestone, its centennial anniversary.
- In tribute, the Negro Leagues Baseball Centennial Commemorative Coin Act was passed by United States (U.S.) legislators in December 2020.
- Something **commemorative** is issued in limited quantities for a specific amount of time to honor or feature someone or something.
- This legislation recognizes the many contributions and accomplishments of Negro Leagues owners, managers, and players.
- It also supports the work and mission of the Negro Leagues Baseball Museum, opened in 1991 in Kansas City, Missouri to "honor America's unsung baseball heroes and to promote tolerance, diversity, and inclusion".
- As part of the bill, the U.S. Mint produced a limited number of three unique coins representing the history and legacy of the Negro Leagues.
- The three commemorative coins have a face value of \$5, \$1, and \$.50, but will likely have more value as collectibles or an **asset**, which is something of monetary value owned by an individual or organization.

- The coins are considered legal **money**, which is anything widely accepted in exchange for goods and services; however, because they highlight American people and events, commemorative coins are typically collected as an investment and not for everyday use.
- **Investments** are assets purchased with the hope that they will gain value and provide a financial return.
- The **price**, or amount that people pay, for each coin will include its' face value plus a **surcharge**, or extra fee, of \$5 to \$35, depending on the coin.
- The surcharges will go to the Negro Leagues Baseball Museum to support their educational and outreach programs and exhibits.
- Only a certain number of each coin will be produced, further increasing its' potential value, and creating additional incentive for buyers and collectors.
- An **incentive** influences the behavior of people.
- Commemorative coins are minted only once and never again, so their **scarcity**, when there is not enough for all who want it, can increase their value.
- If an individual makes a **choice**, or decision, to resell the coins, the sale price will depend on the demand for the coins.
- **Demand** is the amount that consumers are able and willing to buy at all possible prices at a given time.
- Some commemorative coins are more popular to collectors than others, which can impact their sale and price as well.
- The Negro Leagues Baseball commemorative coins celebrate the significant impact of their place in American history, along with their role as a catalyst for social change and racial equality.

Activity 1:

- After reading the introduction aloud, show the U.S. Mint's Negro Leagues Baseball Commemorative Coin Program video.
- Share Visual 1: Coin Design Guidelines with the class and discuss.
- Distribute Handout 1: Negro Leagues Baseball Commemorative Coins to each student.
- Divide students into small groups and ask them to design their own coin (front and back, including text and images) that represents Negro Leagues Baseball.
- Have students create a visual of their coin design, front and back, as well as descriptions for each side.
- Distribute Handout 2: Coin Design Scoring Guide to all students.
- Invite students to present their coin design visuals, text, and explanations to the class.
- Instruct students to listen to others' presentations and to score their coin designs using Handout 2: Coin Design Scoring Guide.
- Inform students that they should not complete Handout 2 for their own group's coin and presentation.

- After all presentations, tally votes for each group's coin design using completed scoring guides to identify a "top-choice coin design."

Note: This activity can be conducted individually or in groups. If individually, multiple copies of Handout 2: Coin Design Scoring Guide will need to be provided for each student, enough to score all other students' presentations.

Activity 2:

Part A

- After reading the introduction aloud, show the U.S. Mint's Negro Leagues Baseball Commemorative Coin Program video.
- Share Visual 1: Coin Design Guidelines with the class and discuss.
- Distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students and ask students to review.
- Give each student one of Handouts 4-16: Negro Leagues Teams. (Note: Classes of more than 13 students will require extra copies of Handouts 4-16, so each student receives one).
- Divide students into small groups based on the Negro Leagues Team they were given, Handouts 4-16.
- Instruct each group to design their own coin (front and back, including text and images) that represents the team they received, using Visual 1 and Handout 1 as guides.
- Have groups create a visual representation of their coin design, front and back, as well as descriptions of each side.

Part B

- Share Visual 2: Negro Leagues Commemorative Coin Act Abbreviated with the class and review.
- Distribute Handout 3: New Coin Act and ask groups to use this as a template to write new legislation for the coin their group designed, using the back if needed.

Part C

- Explain the term, **opportunity cost**, as the next best choice that you give up.
- Share that groups likely did not include all the features they wanted in their design, so their opportunity cost was what they didn't choose to include or gave up. (If needed, provide another example of opportunity cost using school lunch options, afterschool activities, etc.).
- Distribute Handout 2: Coin Design Scoring Guide to all students.
- Allow groups to present their new coin design visuals and associated legislation to the class, explaining rationale for their choices.

- Also, ask students while presenting, to share any opportunity cost(s) they may have had during the design process.
- Instruct students who are not presenting to listen closely to other groups' presentations and to score them using Handout 2: Coin Design Scoring Guide.
- Inform students that they should not complete Handout 2 for their own group.
- After all presentations, tally votes from the completed scoring guides to select a "top-choice coin design".

Activity 3:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Instruct students to write a story about a coin of their choice, based on its images, text and description. Tell them their story should have a clear beginning, middle and end.
- Have students read their stories aloud to the class and explain why they chose that coin.

Activity 4:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Divide students into pairs.
- Instruct each pair to create a marketing advertisement and/or commercial for one coin that includes incentives for buyers and highlights why the coin is an investment. Have students include text and visuals for their ad/commercial.
- Ask each pair to share their ad/commercial with the class, along with any visuals.

Activity 5:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Divide students into small groups.
- Ask each group to select one of the coins from Handout 1 and to create a 2–3-minute skit that tells the story behind the images on the front and/or back of the coin they selected.
- Have students write their skit and determine prop and costume options.
- Invite students to present their skits to the rest of the class with props, costumes, and/or other visuals.

Activity 6:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Share Visual 1: Coin Design Guidelines with the class and discuss.
- Divide students into small groups.
- Ask each group to determine a historical person, place, or event and to design a coin that commemorates it, using Visual 1 and Handout 1 as guides.
- Have groups create a visual representation of their coin design, front and back, as well as descriptions of each side.
- Invite students to share their coin design with the class, as well as what it commemorates.

Activity 7:

- After reading the introduction aloud, distribute Handout 17: Coin Crossword to all students.
- Ask students to complete the crossword puzzle and questions at the bottom using the definitions and clues provided.

Activity 8:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Give each student a copy of Handout 18: Negro Leagues Coins Video Journal.
- Ask students to watch the following video and to write examples of pride, passion, and perseverance where indicated on Handout 18 and to answer the question at the bottom.
 - Question: Why are commemorative coins an investment?
 - Answer: Answers will vary, but may include the potential increase in coin/metal values over time, the scarcity of the coins may increase their value, etc.
- Show Video 2: The Designs and Significance of Negro Leagues Commemorative Coins (10:58 minutes).
- After the video, invite students to share one of their examples with the class, along with their rationale. (Note: This activity can be conducted in pairs instead of as a class).

Activity 9:

- After reading the introduction aloud, distribute Handout 19: Commemorative Coin Calculations to all students.
- Ask students to read the summary on the first page and review the tables on the second page.
- Instruct students to work with a partner to create two mathematical word problems using the information provided.

- Have students write their word problems on one sheet of paper and to create an answer key for their word problems on another sheet.

Option 1

- Ask students to trade their word problems with another student pair and to work together to solve the problems they were given.
- Instruct students to check one another's answers compared to the answer key.
- Discuss as a class what information surprised or most interested students within Handout 19.

Option 2

- Compile all word problems into one quiz for the class and all answers into one master answer key.
- Have students complete the quiz as homework or in class as time permits.
- Review correct answers as a class using the master answer key.
- Discuss what information surprised or most interested students within Handout 19.

Discussion Questions:

- What is the face value of each Negro Leagues commemorative coin and why does it differ from the coin's sale price?
- What is the significance of the designs on the front and back of each Negro Leagues commemorative coin?
- If you could choose something to commemorate in 100 years, what would it be and why?
- Why is Andrew 'Rube' Foster featured on one of the commemorative coins?
- How does the term scarcity apply to commemorative coins?
- What incentives do people have to purchase Negro Leagues or other commemorative coins?
- What are some examples of opportunity cost in your/your family's purchasing decisions?
- Is college an investment? Video games? A car? Clothes or shoes? Why or why not?
- What happens to the value of an asset if it is limited in quantity, such as commemorative coins? If demand increases, what happens to the value?
- What does it mean to promote "tolerance, diversity and inclusion", as stated in the Negro Leagues Baseball Centennial Commemorative Coin Act?

Additional Resources and References:

- Congress.Gov - <https://www.congress.gov/bill/116th-congress/senate-bill/2321>
- United States Mint - <https://catalog.usmint.gov/negro-leagues-baseball-commemorative-coin/>

- Congressional Research Service - <https://sgp.fas.org/crs/misc/R44623.pdf>
- Negro Leagues Baseball Commemorative Coins - <https://www.nlbm.com/negro-leagues-baseball-commemorative-coins/>
- Negro Leagues eMuseum - <https://nlbemuseum.com/nlbemuseum>
- Triple Play exhibit – View the Negro Leagues Baseball commemorative coins onsite at the Federal Reserve Bank of Kansas City’s Money Museum, www.kansascityfed.org/moneymuseum, or virtually via this [link](#).

Content Standards:

Voluntary National Content Standards in Economics

- Standard 1: Scarcity - Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.
- Standard 2: Decision Making - Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.
- Standard 4: Incentives - People usually respond predictably to positive and negative incentives.
- Standard 8: Role of Prices - Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

Common Core Standards – English Language Arts

- **Reading: Key Ideas and Details:**
 - CCSS_ELA.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - CCSS_ELA.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - CCSS_ELA.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **Reading: Craft and Structure:**
 - CCSS_ELA.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - CCSS_ELA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS_ELA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **Writing – Text Types and Purposes:**

CCSS_ELA.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS_ELA.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS_ELA.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS_ELA.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS_ELA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS_ELA.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **Writing – Production and Distribution of Writing:**

CCSS_ELA.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS_ELA.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS_ELA.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Writing – Research to Build and Present Knowledge:**

CCSS_ELA.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS_ELA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS_ELA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **Speaking and Listening – Comprehension and Collaboration:**

CCSS_ELA.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS_ELA.SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS_ELA.SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS_ELA.SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

CCSS_ELA.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

CCSS_ELA.SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

- **Speaking and Listening – Presentation of Knowledge and Ideas:**

CCSS_ELA.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS_ELA.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS_ELA.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS_ELA.SL.6.5 Include multimedia components and visual displays in presentations to clarify information.

CCSS_ELA.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS_ELA.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



MICROLESSON FIVE – VISUAL 1: COIN DESIGN GUIDELINES

Citizen's Coinage Advisory Committee Design Element Guidelines

- Pattern (thoughtfully balanced negative spaces)
- Style
- Ethnic Diversity
- Appropriate Imagery
- Symbolism
- Detailed
- Not Overcrowded
- Creative
- Unified Text (fits the images)
- Clear Message
- Fluid lines (design flows smoothly and logically)
- Relevance of front and back (fits with overall purpose)
- Edge Variety

The Citizen's Coinage Advisory Committee (CCAC) advises the U.S. Secretary of the Treasury on all U.S. coins and medals, including the events, people, or places that are featured, as well as the mintage level of the coins. The CCAC has 11 members appointed by the Secretary of the Treasury, with four being appointed by congressional leaders. The CCAC meets several times each year to review designs and to offer advice about themes, technical aspects, and design-related elements of coins and medals.

Source: Commemorative Coins: Background, Legislative Process, and Issues for Congress



MICROLESSON FIVE - HANDOUT 1: NEGRO LEAGUES BASEBALL COMMEMORATIVE COINS

FRONT

BACK

HALF DOLLAR

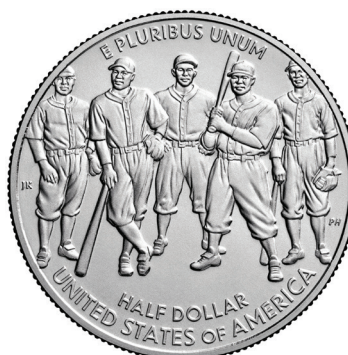
Negro Leagues tour bus, home on the road when players were refused access. The batter shows determination to play, regardless of challenges.

TEXT: In God We Trust, Liberty, 2022, and Negro Leagues Baseball



Group of Negro Leagues Baseball players.

TEXT: E Pluribus Unum, Half Dollar, and United States of America



SILVER DOLLAR

Negro Leagues pitcher mid-throw with baseball and baseball stitching on border.

TEXT: In God We Trust, 2022, and Liberty



Player's eye view of a pitch to the catcher at the plate.

TEXT: United States of America, \$1, and E Pluribus Unum



FIVE DOLLAR GOLD COIN

Negro Leagues player, manager and executive, Andrew "Rube" Foster with his signature.

TEXT: Negro Leagues Baseball, In God We Trust, 2022, and Liberty



Tipping one's cap, an important sign of respect for players.

TEXT: United States of America, Their Legacy Plays On, \$5, and E Pluribus Unum



With permission from: [usmint.gov](https://www.usmint.gov)



MICROLESSON FIVE - HANDOUT 2: COIN DESIGN SCORING GUIDE (PAGE 1 OF 3)

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					



MICROLESSON FIVE - HANDOUT 2: COIN DESIGN SCORING GUIDE (PAGE 2 OF 3)

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					



MICROLESSON FIVE - HANDOUT 2: COIN DESIGN SCORING GUIDE (PAGE 3 OF 3)

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					



MICROLESSON FIVE - VISUAL 2: NEGRO LEAGUES COIN ACT ABBREVIATED (1 OF 2)

AN ACT: To require the Secretary of the Treasury to mint a coin in commemoration of the **100th anniversary of the establishment of Negro Leagues baseball**.

SHORT TITLE: This Act may be cited as the “**Negro Leagues Baseball Centennial Commemorative Coin Act**”.

FINDINGS: The Congress finds the following:

(1) The year 2020 marks the 100th anniversary of the establishment of the Negro National League, a professional baseball league formed in response to African American players being banned from the Major Leagues.

(2) On February 13, 1920, Andrew “Rube” Foster convened a meeting of African American baseball team owners, to form the Negro National League, the first successful, organized professional African American baseball league in the United States.

(4) The Negro Leagues would operate for 40 years until 1960.

(7) The Negro Leagues provided a playing field for more than 2,600 African American and Hispanic baseball players.

(10) Negro Leagues baseball would become a catalyst for economic development across the United States.

(11) The Negro Leagues pioneered “Night Baseball” in 1930, five years before Major League Baseball, and would introduce game-changing innovations such as shin guards and the batting helmet.

(12) The Negro Leagues helped make the National Pastime a global game as players from the Negro Leagues— (A) were the first people from the United States to play in many Spanish-speaking countries; and (B) introduced professional baseball to the Japanese in 1927.

(13) Jackie Robinson, a former member of the Negro Leagues’ Kansas City Monarchs, would break Major League Baseball’s color barrier on April 15, 1947, with the Brooklyn Dodgers, paving the way for others.

(14) The Negro Leagues were born out of segregation yet would become a driving force for social change in the United States.



MICROLESSON FIVE - VISUAL 2: NEGRO LEAGUES COIN ACT ABBREVIATED (2 OF 2)

COIN SPECIFICATIONS:

(a) DENOMINATION —The Secretary of the Treasury shall mint and issue the following coins:

(1) **\$5 GOLD COINS**—Not more than **50,000 \$5 coins**, which shall — (A) weigh **8.359 grams**; (B) have a diameter of **0.850 inches**; and (C) contain **not less than 90 percent gold**.

DESIGNS OF COINS:

(a) DESIGN REQUIREMENTS—

(1) IN GENERAL—The designs of the coins minted under this Act shall be emblematic of the **Negro Leagues Baseball Museum and its mission to promote tolerance, diversity, and inclusion**.

(2) DESIGNATION AND INSCRIPTIONS—On each coin minted under this Act there shall be— (A) a designation of the value of the coin; (B) an inscription of the year “2022”; and (C) inscriptions of the words “Liberty”, “In God We Trust”, “United States of America”, and “E Pluribus Unum”.

(b) SELECTION—The designs for the coins minted under this Act shall be—

(1) selected by the Secretary after consultation with the **Negro Leagues Baseball Museum**; and

(2) reviewed by the Citizens Coinage Advisory Committee.

Passed the Senate **March 5, 2020**.

Source: <https://www.congress.gov/116/bills/s2321/BILLS-116s2321es.pdf>



MICROLESSON FIVE - HANDOUT 3: NEW COIN ACT (1 OF 2)

AN ACT: To require the Secretary of the Treasury to mint a coin in commemoration of _____.

SHORT TITLE: This Act may be cited as the “_____”.

FINDINGS: The Congress finds the following:

(1) _____

(2) _____

(3) _____

(4) _____

COIN SPECIFICATIONS:

(a) DENOMINATION —The Secretary of the Treasury shall mint and issue the following coin(s):

(1) \$_____ COIN—Not more than _____ coins, which shall—

(A) weigh _____ grams; (B) have a diameter of _____

inches; and (C) contain not less than _____ percent _____.



MICROLESSON FIVE - HANDOUT 3: NEW COIN ACT (2 OF 2)

DESIGNS OF COINS:

(a) DESIGN REQUIREMENTS:

(1) IN GENERAL—The designs of the coins minted under this Act shall be emblematic of

_____.

(2) DESIGNATION AND INSCRIPTIONS—On each coin minted under this Act there shall be -

(A) _____; (B) _____;

and (C) inscriptions of the words _____.

(b) SELECTION—The designs for the coins minted under this Act shall be —

(1) selected by the Secretary after consultation with _____;

and

(2) reviewed by the Citizens Coinage Advisory Committee.

Passed the Senate _____, " _____ ".



MICROLESSON FIVE - HANDOUT 4A: NEGRO LEAGUES TEAMS

BALTIMORE BLACK SOX



Negro Leagues Participation: 1916-1934

- Eastern Colored League (1923-1928)
- American Negro League (1929)
- East-West League (1932)
- Negro National League (1933-1934)
- Independent/No League Affiliation (1916-1922, 1930-1931)

Team Honors:

- League Pennants (1929, 1932)

Team Overview:

The Black Sox started as an independent team in 1916 but was not of major league caliber. Under the ownership and guidance of white businessmen George Rossiter and George Spedden, the ballclub improved into the early 1920s and achieved major league quality before joining the Eastern Colored League in 1923. After becoming charter members, the Black Sox fielded strong teams each season, but didn't win a pennant. However, after the league folded during the 1928 season, a new league, the American Negro League, was organized, and the Black Sox won the pennant in 1929, the league's only year of existence. The Black Sox then returned to independent status until joining the East-West League in 1932. Baltimore started strong and was in first place, but the league did not last through the season. Under new owner Joe Cambria, the Black Sox joined the new Negro National League when it was resurrected in 1933. The team moved to Bugle Field for their home games, and Cambria took the players off salaries and operated on a percentage basis in an effort to stay afloat financially during the Depression. Following a poor performance, they dropped out of the league at the beginning of 1934, but were added for the second half of the season. After another poor showing on the field and financially, the franchise folded after the 1933 season. In 1934 Jack Farrell, a black sportsman from Chester, Pennsylvania,



MICROLESSON FIVE - HANDOUT 4B: NEGRO LEAGUES TEAMS

borrowed the team's name for his franchise and entered the Negro National League for the second half of the season. After a bad performance the franchise folded, leaving Baltimore, Maryland without a major black team until the Elite Giants moved there in 1938.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 5A: NEGRO LEAGUES TEAMS

BALTIMORE ELITE GIANTS



Negro Leagues Participation: 1938-1950

- Negro National League (1938-1948)
- Negro American League (1949-1950)

Team Honors:

- Playoff champions (1939)
- League Championship Series (1949)

Team Overview:

Owner Tom Wilson's franchise began in Nashville, Tennessee in 1921, after changing from the Nashville Standard Giants. They entered the Negro National League in 1930, but in search of a large population base for financial support, the team was then moved to Columbus, Ohio in 1935 and to Washington, D.C., in 1936-1937, before finding a home in Baltimore, Maryland in 1938. The ballclub remained in the city for the next thirteen years. During the Elites' years in the Negro National League, the Homestead Grays were the dominant team, claiming nine consecutive titles, and competition was fierce between the two teams. The Elites battled them every year for first place in the league, and in 1939 the Elites claimed a championship when they defeated the pennant winning Grays in a postseason tournament. When the league folded after the 1948 season, the Elites joined the Negro American League. In 1949, under the management of Lennie Pearson, the Elites won both halves of the split season to capture the Eastern Division title and swept the Western Division's Chicago American Giants in four straight games to claim the league championship. Tom Wilson was the force behind the Elites for a quarter century but, in declining health, he sold the franchise to longtime associate Vernon "Fat" Green in 1946. The franchise was floundering under his leadership, but he placed Dick Powell in charge of the team's operations in 1948. After Green's death Powell continued to run the team, and he temporarily brought the team back for a final hurrah in 1949. But after slipping to second place in the East in 1950 and suffering financial problems, the club was sold to William Bridgeforth in



MICROLESSON FIVE - HANDOUT 5B: NEGRO LEAGUES TEAMS

the spring of 1951 for \$11,000. After returning the team to Nashville for a final season, the team was dissolved.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 6: NEGRO LEAGUES TEAMS

BROOKLYN ROYAL GIANTS



Negro Leagues Participation: 1905-1942

- Eastern Colored League (1923-1927)
- Negro National League (1933)
- Independent/No League Affiliation (1905-1922, 1934-1941)

Team Honors:

- Eastern Championship (1909, 1910, 1914, 1916)

Team Overview:

Organized in 1905 by John Connors, the black owner of the Brooklyn Royal Cafe, they were one of the best ballclubs in the East during the first decade of the century, and claimed eastern championships in 1909, 1910, 1914, and 1916. In 1914 they lost a challenge playoff against the western champion Chicago American Giants. Before the onset of World War I, Connors sold the team to Nat Strong, a white booking agent in New York City. He was a good promoter and was a powerful figure in black baseball. When the Eastern Colored League was organized in 1923, the Royals became charter members, finishing in third place, their highest finish during their stay in the league. After dropping to the second division in 1924-1925, they dropped out of the league after the 1927 season. They continued as an independent team and in 1933 were an associate member of the Negro National League. After Strong died of a heart attack, the quality of both the administration of the team and the level of play dropped below major league standards, and during the late 1930s and afterward they played mostly against white semi-pro teams.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 7A: NEGRO LEAGUES TEAMS

CHICAGO AMERICAN GIANTS



Negro Leagues Participation: 1911-1950

- Negro National League (1920-1931, 1933-1935)
- Negro Southern League (1932)
- Negro American League (1937-1950)
- Independent/No League Affiliation (1911-1919, 1936)

Team Honors:

- World Series (1926-1927)
- League pennants (1920-1922, 1926-1927, 1932-1933)
- Second Half Negro National League title (1928)
- First Half Negro National League title (1934)

Team Overview:

Organized by Rube Foster, who built the team into a dynasty before his death, the organization was the longest continuous franchise in the history of black baseball. The team began in 1910 when Rube Foster and Frank Leland, who were the manager and owner, respectively, of the Leland Giants, separated and formed two different ballclubs. Foster retained the name of Leland Giants for the first season but beginning in 1911 the club became known as the American Giants. For the first decade of the team's existence, they won every western championship, losing only to the 1916 Indianapolis ABCs. The American Giants' dominance continued after Foster organized the first black professional league, the Negro National League, in 1920, winning the first three pennants. After Foster's health declined from mental illness, his white business partner, John M. Schorling, ran the ballclub, and in 1926 and 1927, with Foster's lieutenant David Malarcher at the reins, the team won both the Negro National League flag and the Negro World Series, each time against the Eastern Colored League's champion Bacharach Giants. In the spring of 1928 Schorling sold the ballclub to William E. Trimble, a white florist, reporting that he was "squeezed out" by a conspiracy of the other owners to keep the best ballclubs out of Chicago. After Foster's



MICROLESSON FIVE - HANDOUT 7B: NEGRO LEAGUES TEAMS

death and the end of the Negro National League, the team again rose to prominence as Cole's American Giants, under the management of new owners Robert A. Cole and Horace G. Hall, in 1932-1934, winning pennants the first two years before losing the League Championship Series to the Philadelphia Stars in 1934. The first of the two pennants came while playing in the Negro Southern League and the second in the newly reorganized Negro National League. After dropping out of the Negro National League to play as an independent team in 1936, the American Giants prospered again under new ownership as Dr. J.B. Martin took control of the team. The American Giants became a charter member of the Negro American League in 1937. Although the franchise encountered many difficulties during the 1940s, the ballclub remained in the league even after it had ceased to be of major-league quality.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 8A: NEGRO LEAGUES TEAMS

HILDALE DAISIES



Negro Leagues Participation: 1916-1932

- Eastern Colored League (1923-1928)
- American Negro League (1929)
- East-West League (1932)
- Independent/No League Affiliation (1916-1922, 1930-1931)

Team Honors:

- Eastern Colored League pennants (1923-1925)
- World Series Champions (1925)

Team Overview:

This ballclub began as a boys' team in 1910 but became a professional-level club in 1916. In 1917 they had players Spot Poles and Bill Pettus on the team and posted a record number of wins. For postseason exhibitions against major leaguers, they added players Smokey Joe Williams, Louis Santop, Dick Lundy, and other talented individuals to the lineup. The next year, 1918, they improved the quality of their team considerably and became competitive with any team in the East. In 1923 they became a charter member of the Eastern Colored League and won the first of three pennants. The years they won the last two of these, they also played in the first two Negro World Series between their league and the more established Negro National League. After losing the first Series to the Kansas City Monarchs in 1924, they defeated the Monarchs in a rematch in 1925, to claim the first (and only) World Series victory by an Eastern Colored League team. After the Eastern Colored League folded early in the 1928 season, the ballclub joined the American Negro League in 1929, which was essentially the same league with a new name. That league also folded, after only one season, and Hilldale played as an independent team for the next two seasons. The franchise was sold to John Drew, who owned a bus line from Darby to Philadelphia, Pennsylvania in 1929, and he called the team the Darby Daisies, but to the public, the team remained Hilldale. Under Drew's direction the club weakened, and in



MICROLESSON FIVE - HANDOUT 8B: NEGRO LEAGUES TEAMS

1932 Ed Bolden resumed control. He and manager Judy Johnson tried one more effort for financial stability by joining the East-West League, but both the league and the franchise ended during the Depression.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 9A: NEGRO LEAGUES TEAMS

HOMESTEAD GRAYS



Negro Leagues Participation: 1912-1950

- American Negro League (1929)
- Negro National League (1934-1948)
- Independent/No League Affiliation (1912-1928, 1930-1933, 1949-1950)

Team Honors:

- Eastern champions (1930-1931)
- Negro National League pennant (1937-1945, 1948)

Team Overview:

One of the best-known black baseball teams, the Homestead Grays' ballclub was organized in 1910, and Cum Posey, who would become the owner of the team, joined it as a player in 1912. Homestead, Pennsylvania was a steel mill town, and the workers at the U.S. Steel mill formed a baseball team for weekend recreation. Posey, a former football player and basketball star at Penn State University, was a railway mail worker and joined the steelworkers to play for the team. Playing on West Field in Homestead, the team began playing twilight games during the week in addition to weekends. New players kept joining the team and their reputation increased to the point of their becoming the leading attraction in the tri-state area. At first, they added a little comedy to the game to increase their appeal. Soon after Posey started handling the team, it became a full-time job. He booked all the leading teams around the Pittsburgh area and, with the Grays played as an independent team making a good profit every year from 1912 to 1929. They joined the American Negro League in 1929, but the league lasted only a year. The next two seasons the Grays fielded its strongest teams since the franchise began, winning eastern championships. The 1931 club is called by many the greatest black team of all time. But when the Depression hit in the thirties, there were some lean years, and Gus Greenlee took advantage of Posey's economic situation to lure some of his best players to the Pittsburgh Crawfords. With no



MICROLESSON FIVE - HANDOUT 9B: NEGRO LEAGUES TEAMS

league in the East and the collapse of the Negro National League in the West, in 1932 Posey organized the East-West League, but it didn't even last the year and folded in June. In 1933 the Negro National league reorganized and a year later, with Posey partnering with Rufus "Sonnyman" Jackson to bring some money back to the organization, the Grays entered the Negro National League as associate members and became full members the following year, fielding a team each year until the league ended in 1948. The Grays dominated the league, built a dynasty around two highly skilled players, Josh Gibson and Buck Leonard, known as the "thunder twins" as well as the black Babe Ruth and Lou Gehrig by media. The Grays won nine Negro National League pennants, 1939-1945. During this time, they also played in five of the seven World Series played between the Negro National and Negro American Leagues. They lost the first Series to the Kansas City Monarchs in 1942 and lost to the Cleveland Buckeyes in 1945 but defeated the Birmingham Black Barons in each of the other three years, in 1943-1944 and 1948. After the league broke up the Grays continued to play for two more years as an independent team, playing against lesser opposition, but folded after the 1950 season.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 10A: NEGRO LEAGUES TEAMS

INDIANAPOLIS ABC'S



Negro Leagues Participation: 1913-1926, 1931-1933, 1938-1939

- Negro National League (1920-1926, 1931, 1933)
- Negro Southern League (1932)
- Negro American League (1938-1939)
- Independent/No League Affiliation (1913-1919)

Team Honors:

- Western Champions (1916)

Team Overview:

This was previously a franchise of lesser note, but owner Thomas Bowser and manager C.I. Taylor stocked the team with players of major league quality in 1914, and it immediately became one of the best teams in black baseball. A rivalry developed between Taylor and Rube Foster, the two managers acknowledged as the best in black baseball. After losing a championship series to Foster's Chicago American Giants in 1915, the ABCs overcame a split within management between Bowser and Taylor to defeat the Chicago American Giants for the western championship the following year. A divide had developed between Bowser and Taylor following the 1915 season, and at the beginning of 1916's season there were two ABC teams, with Bowser leading one and Taylor the other. Eventually Taylor's roster retained the quality players who formed the base of his championship squad, and Bowser's team became insignificant competitively. Under Taylor's leadership the ABCs became charter members of the Negro National League and fielded a team each year from 1920 to 1926. After Taylor's death in 1922, his wife tried to run the team with C.I.'s brother Ben at the helm, but the loss of players to the new Eastern Colored League and a misunderstanding that led Ben to take another managerial position in the East led to financial difficulties for Mrs. Taylor, and the team folded. In later years, a different franchise under



MICROLESSON FIVE - HANDOUT 10B: NEGRO LEAGUES TEAMS

new ownership but with the same name entered league play in 1931-1933, and again in 1938-1939 in the Negro American League. Each of the teams from the Depression years of the 1930s who bore the once proud ABCs name were known for instability. The only thing in common between the 1931 and 1932 teams was the manager, "Candy" Jim Taylor (another of the famous Taylor brothers). The players were different, and they played in different leagues, with the former team in the Negro National League and the later team in the Negro Southern League. In 1933 the team started in Indianapolis, Indiana but very early in the spring moved to Detroit, Michigan and played as the Stars. In the last effort to bring an ABCs team back to Indianapolis, the 1938 ABCs shifted operations to the Midwest and played as the St. Louis Stars in 1939-40, while the Atlanta Black Crackers of 1938 moved into Indianapolis and played under the ABCs banner for a short time in 1939.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 11: NEGRO LEAGUES TEAMS

INDIANAPOLIS CLOWNS



Negro Leagues Participation: 1943-1950

- Negro American League

Team Honors:

- Negro American League Eastern Division title (1950)

Team Overview:

The franchise that began as the Miami Giants and grew into the Ethiopian Clowns found a home in Indianapolis, Indiana in 1946-1950 while playing in the Negro American League. For financial reasons the city of Indianapolis shared the Clowns' franchise with Cincinnati in other years. In 1950, when the Negro American League was in decline in player quality and not as well organized, the Clowns won the first-half title of the Eastern Division and were awarded the second half title, despite a third-place finish among four teams, due to a ruling that teams must play at least 30 games in a half season. There was no playoff with the Kansas City Monarchs, Western Division winners, for the league pennant. The Clowns' franchise continued into the 1950s and 1960s but was not a high-quality ballclub during these later years after the major league's began recruiting black and brown baseball players.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 12A: NEGRO LEAGUES TEAMS

KANSAS CITY MONARCHS



Negro Leagues Participation: 1920-1950

- Negro National League (1920-1931)
- Independent (1932-1936)
- Negro American League (1937-1959)

Team Honors:

- World Series Champions (1924, 1942)
- League pennants (1923-1925, 1929, 1937, 1939-1942, 1946)
- First Half title (1926, 1949)
- Second Half title (1948)
- Division title (1950)

Team Overview:

Owned by J.L. Wilkinson, a white businessman, the Monarchs were one of the best known and most successful black teams. The Monarchs won a total of ten pennants, tying the Homestead Grays for the most flags by any Negro League team, they suffered only one losing season during their entire association with the Negro Leagues. And that season was during World War II, when the roster was reduced by the loss of players to military service. The Monarchs also hold the honor of having won the first World Series ever played between opposing black leagues, both in the initial World Series in 1924 between the Negro National League and the Eastern Colored League, and again in the reestablished World Series in 1942 between the Negro National League and the Negro American League. A charter member of the Negro National League, they played through the 1930 season, winning pennants in 1923-1925 and 1929 while never experiencing a losing season. They narrowly missed a fourth straight pennant in 1926, when they won the first half title but lost a bitter nine game playoff to the Chicago American Giants. The Monarchs played in the first two World Series ever played, facing the Hilldale team on both occasions. After dropping



MICROLESSON FIVE - HANDOUT 12B: NEGRO LEAGUES TEAMS

out of the league they played independently until joining the Negro American League as a charter member in 1937 and remaining even when the league lost its major league status. During the first six seasons (1937-1942) they won five pennants, except in 1938. After the return of many of their best players, who had been called from military service, they won another flag in 1946, but also lost a series to the Newark Eagles that same year. In 1948 the Monarchs won the second half of the split season but lost a playoff series to the Birmingham Black Barons for the pennant, missing a chance to play in the last Negro World Series. Following that, the Negro National League folded, and the Negro American League absorbed some of the teams and expanded into division play. The Monarchs won the first half title in 1949 and took a division title in 1950. Wilkinson had sold the franchise after the 1948 season to Tom Baird, who continued to operate the Monarchs through the 1950s, but by then the league was primarily as a minor league operation.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 13: NEGRO LEAGUES TEAMS

MEMPHIS RED SOX



Negro Leagues Participation: 1923-1950

- Negro National League (1924-1930)
- Negro Southern League (1926, 1932)
- Negro American League (1937-1950)
- Independent/No League Affiliation (1923)

Team Honors:

- First Half Champions (1938)

Team Overview:

The Memphis Red Sox was owned by two brothers, Dr. J.B. Martin and Dr. B.B. Martin, members of a prominent family in Memphis. Both men were dentists, and J.B. also operated a drugstore and a funeral home and had investments in real estate also. He built his own ballpark for the team, owned a hotel next to the park, and operated the concession stand where he served chitterlings in addition to the standard ballpark menu. The franchise fielded a team in the Negro National League each year between 1924 and 1930, except for 1926, when they joined the Negro Southern League in its inaugural season. The Red Sox also fielded a team in the Negro Southern League in 1932, the only season when it was designated as a major league. In 1937 Memphis became a charter member in the Negro American League and won the first half championship in 1938. In the playoff with the second half winner, the Atlanta Black Crackers, the Red Sox won the first two games, but the Series was canceled because of disagreements between the managements of both ballclubs. The Red Sox remained in the league through 1950 but never again competed for the title.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 14: NEGRO LEAGUES TEAMS

NEW YORK CUBANS



Negro Leagues Participation: 1935-1950

- Negro National League (1935-1936, 1939-1948))
- Negro American League (1949-1950)

Team Honors:

- Second Half Champions (1935, 1941)
- World Series Champions (1947)

Team Overview:

A rebirth of owner Alex Pompez's Cuban Stars from earlier years, the Cubans played in the Negro National League from 1935 to 1950 except for two seasons (1937-1938). Playing their home games in the Polo Grounds, they fielded a strong ballclub in 1935, winning the second half title, but lost the league championship playoffs to the Pittsburgh Crawfords. After a losing season in 1936, the Cubans did not field a team for two seasons, but rejoined the Negro National League in 1939, and two years later again won the second half title but lost to the Homestead Grays in the league championship playoffs. Finally, in 1947, the Cubans took a pennant, and then captured the championship by defeating the Negro American League's Cleveland Buckeyes in the upcoming World Series. After the Negro National League folded following the 1948 season, the Cubans joined the Eastern Division of the Negro American League.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 15A: NEGRO LEAGUES TEAMS

PITTSBURGH CRAWFORDS



Negro Leagues Participation: 1931-1938

- Negro National League (1933-1938)
- Independent/No League Affiliation (1931-1932)

Team Honors:

- Negro National League pennant (1935-1936)

Team Overview:

Formed by Gus Greenlee from a youth team in 1931, the new owner loaded the team with outstanding talent, including Satchel Paige and Josh Gibson, and the Crawfords became a powerhouse for the following five years (1932-1936). The Crawfords played as an independent team in 1932, but in 1933 they joined the new Negro National League and won the league's first pennant tying with another team. The Crawfords finished the first half with a record that was only half a game behind the Chicago American Giants. The second half of the season was not completed, and the Chicago American Giants claimed the title. However, Greenlee, as president of the league, declared the Crawfords to be the champions, and the matter was never resolved. In 1934 the Crawfords fielded another outstanding team. However, they failed to win either half of the split season and missed the playoffs. In each of the next two seasons, 1935-1936, the Crawfords won Negro National League pennants, and the 1935 club is generally known as the greatest black baseball team of all time. The 1935 squad won the first half, then defeated the second-half titlists, the New York Cubans, in a closely contested championship series. In 1936, after a third place first-half finish, the Crawfords won the second-half title and finished with the best overall record. A play-off was not completed, and again Greenlee declared the Crawfords champions. Unfortunately, the team was falsely accused of throwing a game to the Bushwicks, and despite the denial, the team's reputation was damaged. The following spring Satchel Paige, Josh Gibson,



MICROLESSON FIVE - HANDOUT 15B: NEGRO LEAGUES TEAMS

Cool Papa Bell, and several other Crawfords players departed for Santo Domingo, in the Dominican Republic, to play for the country's dictator, Trujillo, and the franchise never again reclaimed the glory from the five preceding seasons. After two second division finishes and a business reversal, Greenlee sold the team, and the franchise moved to Toledo, Ohio in 1939 and then to Indianapolis, Indiana in 1940, playing in the Negro American League each of these seasons, before eventually folding. In the mid-1940s another team using the same Pittsburgh Crawfords' name was formed, but it was not related to the original franchise.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 16A: NEGRO LEAGUES TEAMS

ST. LOUIS STARS



Negro Leagues Participation: 1922-1931, 1937-1943

- Negro National League (1922-1931)
- Negro American League (1937, 1939, 1941)
- Negro National League (1943)
- Independent/No League Affiliation (1940)

Team Honors:

- Negro National League pennant (1928, 1930, 1931)
- Negro National League Second Half Championship (1925)
- Negro American League Second Half Championship (1939)

Team Overview:

The Stars were a continuation of a franchise originally organized as the St. Louis Giants in 1909 by a white businessman, Charlie Mills. The Giants were a charter member of the Negro National League in 1920, and after two seasons in the league, Mills sold the franchise to Dick Kemp and Dr. Sam Sheppard. Under the new ownership, the name was changed and the ballclub became the St. Louis Stars. In 1923 the Stars experienced a losing season for the only time in their history, while remaining in the Negro National League until its demise after the 1931 season. In 1925 they won the second half title of the split season but lost a series to the Kansas City Monarchs, winners of the first half. After this initial setback, the Stars won three pennants, in 1928, 1930, and 1931, winning playoffs the first two seasons against the Chicago American Giants and the Detroit Stars, respectively. Their third flag was the last one in the history of the league that Rube Foster founded and, following the lead of the league itself, the Stars ended following the 1931 season. Six years later, a new franchise bearing the same name became a charter member of the Negro American League, fielding teams in 1937 and 1939. Struggling for financial survival, the franchise shifted to a co-hometown status, pairing St. Louis, Missouri with other cities-New Orleans, Louisiana in 1940-1941 and Harrisburg, Pennsylvania in 1943. In 1940 the team played



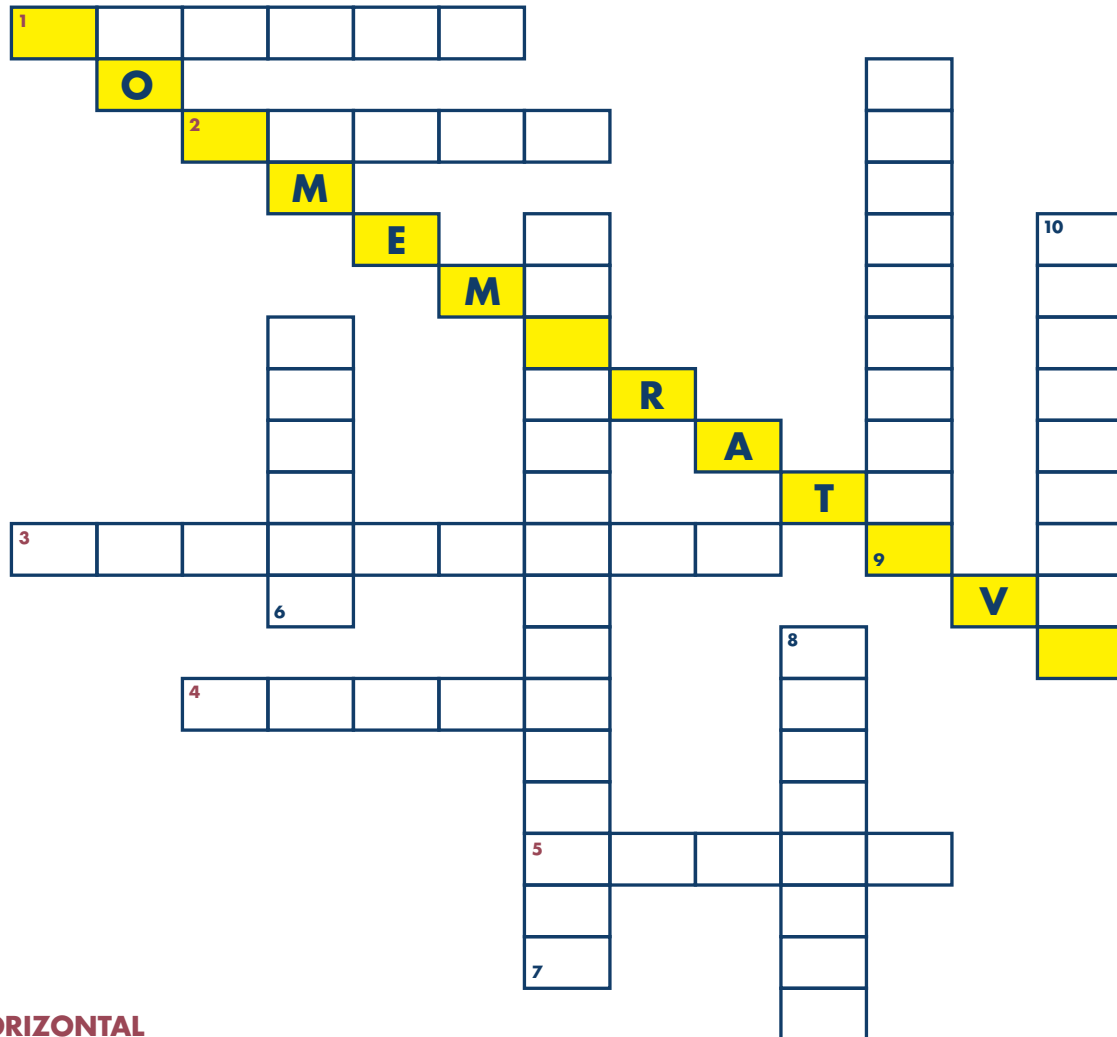
MICROLESSON FIVE - HANDOUT 16B: NEGRO LEAGUES TEAMS

as an independent but returned to the Negro American League the following year. After stopping for a year, they made a final effort to organize in 1943, when they were entered in the Negro National League, but withdrew early in the spring to barnstorm against a team headlining Dizzy Dean, and were promptly suspended by the league.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 17: COIN CROSSWORD



HORIZONTAL

1. To make a decision
2. Anything widely accepted in exchange for goods and services
3. Something that influences the behavior of people
4. Something of monetary value owned by an individual or organization
5. The amount that people pay for a good or service

VERTICAL

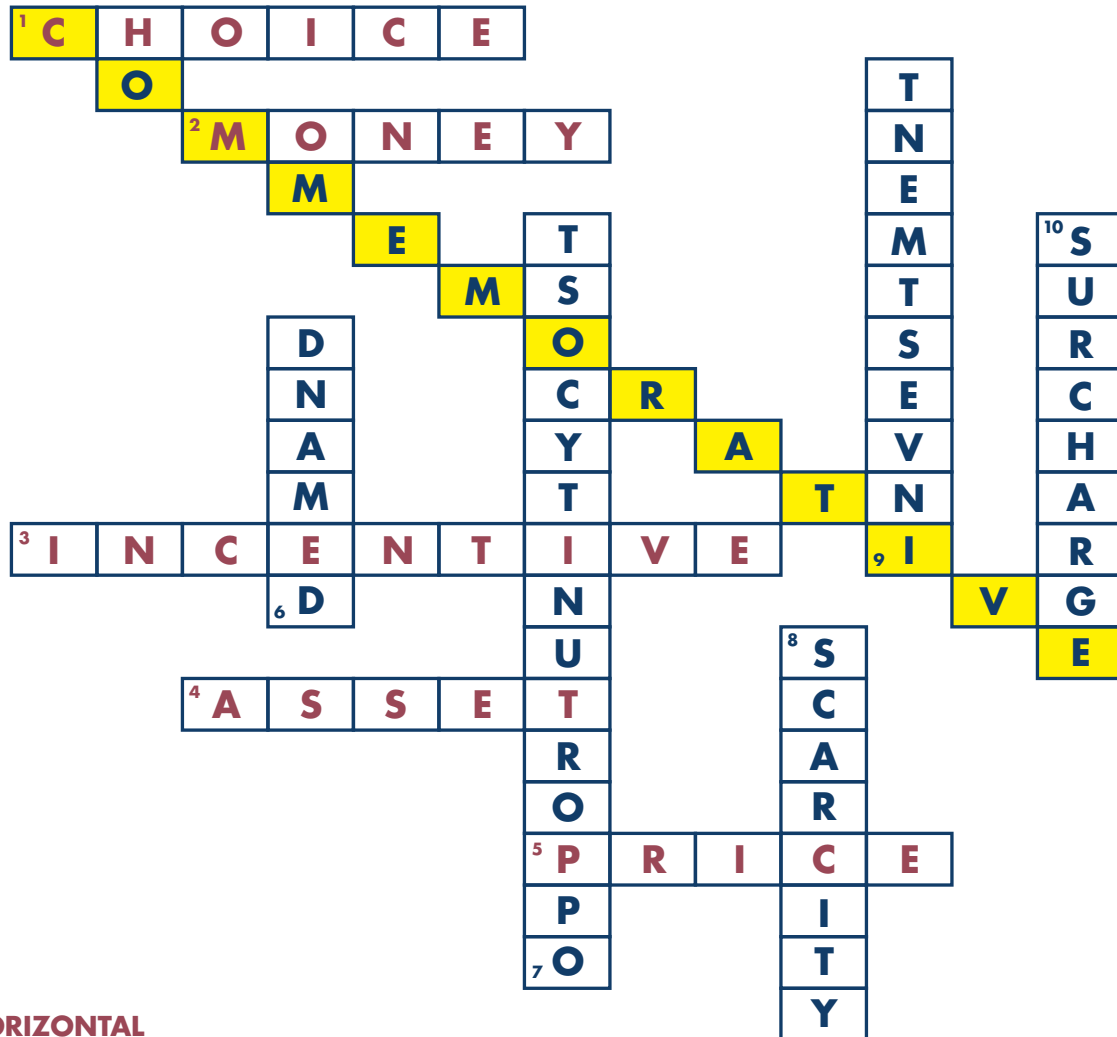
6. The amount that consumers are able and willing to buy at all possible prices at a given time
7. The next best alternative that you give up
8. When there is not enough for all who want it
9. An asset purchased with the hope that it will gain value and provide a financial return
10. An extra fee

What is the highlighted vocabulary word? _____

What is the definition? _____



MICROLESSON FIVE - HANDOUT 17: COIN CROSSWORD ANSWER KEY



HORIZONTAL

1. To make a decision
2. Anything widely accepted in exchange for goods and services
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VERTICAL

6. The amount that consumers are able and willing to buy at all possible prices at a given time
7. The next best alternative that you give up
8. When there is not enough for all who want it
9. An asset purchased with the hope that it will gain value and provide a financial return
10. An extra fee

What is the highlighted vocabulary word? Commemorative

What is the definition? Issued in limited quantities for a limited time to honor or feature someone or something



MICROLESSON FIVE - HANDOUT 18: NEGRO LEAGUES COINS VIDEO JOURNAL

PRIDE:

Definition (Merriam-Webster): The quality or state of being proud, such as having reasonable self-esteem; confidence and satisfaction in oneself.

Write examples from the video below.

1. _____

2. _____

PASSION:

Definition (Merriam-Webster): A strong liking or devotion to some activity, object, or concept; intense or overmastering feeling; object of desire or deep interest.

Write examples from the video below.

1. _____

2. _____

PERSEVERENCE:

Definition (Merriam-Webster): Continued effort to do or achieve something despite difficulties, failure, or opposition; action or condition of being firmly fixed or firm in belief; determined, not subject to change.

Write examples from the video below.

1. _____

2. _____

Why are commemorative coins an investment? _____



MICROLESSON FIVE - HANDOUT 19: COMMEMORATIVE COIN CALCULATIONS (PAGE 1 OF 2)

COMMEMORATIVE COIN FACTS

Commemorative coins are produced by the United States (US) Mint. These coins are legal tender that celebrate and honor American people, places, events, and institutions. Commemorative coins were first minted in 1892 and continue to the present day, excluding between 1954 to 1981, when production was suspended due to the abundance of commemorative coins in circulation and concerns about counterfeiting.

In total, 158 commemorative coins have been authorized since 1892. Sixty of these were authorized between 1892 and 1954, which is also considered the historical era. It concluded with the minting of George Washington Carver and Booker T. Washington half-dollars during 1951 to 1954.

The modern commemorative coin era began in 1982 with coins celebrating the 250th anniversary of George Washington's birth. A total of 98 commemorative coins have been authorized for minting since 1982, at which time surcharges were also put in place. Additionally, the subject matter for commemorative coins expanded in 1982 to include women, historical events, buildings, and landscapes.

Between 1982 and 1997, 47 commemorative coins were minted, with as many as six different coins in 1994 and ten coins during 1995 and 1996. Beginning in 1998, a maximum of two coins could be authorized for minting within a given year, although three were minted in 1999 and only one was authorized in both 2003 and 2008. 49 commemorative coins were minted from 1998 to 2022.

Since 1998, the average timeframe from legislative approval to minting has been three years for each commemorative coin, with the longest period being 1994 to 2002 for the West Point Bicentennial coin. The shortest timeframe was within one year, 2006, for the San Francisco Old Mint commemorative coin. It is estimated that a minimum of 56 weeks is needed from approval to completion for each coin, including the design process, engraving, marketing, and launch.

Production costs for each commemorative coin differ based on the design, administrative costs, and metals used. Since 1982, the US Mint has raised more than \$506 million in surcharges, also averaging approximately 1 million coins sold annually. Popularity of commemorative coins differ. For instance, about 15 million 1986 US Statue of Liberty coins were sold, while approximately 41,000 1997 Franklin Delano Roosevelt gold \$5 coins were sold. Between 1982 to 1995, Congress authorized sales from 22 commemorative coin programs be directed to help reduce US national debt. During this time, the government earned about \$179 million, while organizations received about \$310 million from coin sales.

The Negro Leagues was established in 1920 and celebrated their centennial anniversary in 2020. Negro Leagues commemorative coins were released in 2022 and the US Mint could issue up to 50,000 of the \$5 gold coins, 400,000 of the \$1 silver coins, and 400,000 of the half-dollar clad coins. Surcharges were set in the amounts of \$35 for each \$5 gold coin, \$10 for each silver dollar, and \$5 for each half dollar sold.

Source: Congressional Research Service, <https://sgp.fas.org/crs/misc/R44623.pdf>



MICROLESSON FIVE - HANDOUT 19: COMMEMORATIVE COIN CALCULATIONS (PAGE 2 OF 2)

COMMEMORATIVE COIN PROCESS



EXAMPLE CALCULATION OF COMMEMORATIVE COIN SURCHARGE PAYMENTS

Benjamin Franklin	
REVENUE	\$20,348,835
COST OF GOODS SOLD	
Manufacturing and Assembling	\$7,576,163
Order Fulfillment	\$549,513
Total Cost of Goods Sold	\$8,125,676
RESULTS BEFORE SELLING, GENERAL & ADMINISTRATIVE	\$12,223,159
Selling, General & Administrative	
Promotional	\$1,000,000
Travel	\$2,290
General & Administrative & Marketing	\$2,529,656
Total Selling, General & Administrative	\$3,521,946
PROFIT BEFORE SURCHARGES	\$8,691,213
SURCHARGE ON REVENUE	\$4,995,570
ESTIMATED PROFIT (LOSS)	\$3,695,643

Benjamin Franklin	
POTENTIAL UNRECOVERED MINT INVESTMENTS	
Melting	\$1,710
Manufacturing and Assembling	\$511,527
TOTAL	\$513,237
SURCHARGE FORWARDED TO RECIPIENT ORGANIZATIONS	\$3,369,060

Source: Congressional Research Service, <https://sgp.fas.org/crs/misc/R44623.pdf>