

Unit Title: Calling the Balls and Strikes of Integration**Course:** Civics**Grade:** 11&12**Level:** General Education**Overview and Rationale:**

This is a unit that seeks to explore the historical legacy of integration in the city of Chicago. It is being taught to a civics course that has just finished their exploration of how government functions at the state level, and this allows students to examine what drives change at both the organizational and municipal level. The students will compare the integration efforts of both major league baseball, as well as the educational system. The unit will begin with an examination of what institutions existed before integration, move into an analysis of how those institutions changed or were abolished in the 1940's-1960's, and end with the student's reflecting on how those integrated institutions represent their own interests in the modern era. Students will conduct an interview of a community elder and then apply the understandings and findings of this unit to how that elder was impacted by integration, and whether that integration was helpful or detrimental to minority interests.

I have chosen to look more closely at the concept of integration because the city of Chicago continues to be a very segregated city, but also because it is a theme that historically society is wary of taking a critical lens too. I have chosen one of my lenses, that of major league baseball, because Chicago has a particularly storied history regarding the institution's that existed pre-integration which were completely abolished with integration. Secondly, I have chosen baseball to highlight the fact that the first Afro-Latino baseball player, Minnie Minoso, made his MLB debut with the Chicago White Sox, making this culturally relevant pedagogy to my Black, Latino and Afro-Latino students. Engagement was also the motivation factor in choosing education as the second lens to view the theme of integration. The students will be engaging in an oral history interview as a means of developing disciplinary literacy, and the final assessment will also work to promote students' media and technology literacy.

Goals:**Upon completion of this unit, students will be able to:**

1. Explain what integration is and the way it is used as a cudgel of equality, sometimes at the sacrifice of minority interests. (SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.)

2. Interpret the cultural norms that our systems uphold, even with integration - as well as the role of compromise in choosing who is allowed to integrate. (D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.)
3. Apply the historical themes of integration to the historical narrative of a community elder. (CC. 11-12.E.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest)
4. Self-assess how they have been personally impacted by historical legacies of integration and the controversies that have arisen out of it, including: gentrification and effects on our education system. (CC. 11-12.E.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions:

1. **Why and when did American society begin to integrate?**
2. **In what way has integration moved us closer to the goal of equality, and in what ways has it either harmed or made little difference?**
3. **How are you affected by the historical legacy of integration?**

Targets [note: each one is tied to the goal above and written as an “I can” statement. Each target should have 2-4 “I can” statements. So, Target 1 will match goal 1, and then be broken down into 1a, 1b, 1c, etc. See full examples.]

1. I can explain what integration is, and the way it is used as a cudgel of equality, sometimes at the sacrifice of minority interests.
 - a. I can define the word integration and provide two historical examples with a Frayer Model.
 - b. I can identify the underlying argument in the supreme court’s decision in Brown vs. Board and how that decision was one of several in an era of integration with the given aim of equality by creating a timeline of factors in Chicago’s efforts for school integration.
 - c. I can name in discussion that capitalism was also a push factor for the era of integration in late 40’s-60’s, outside of equality for equalities sake.
2. I can interrupt what cultural norms are given preference in our society, even during integration, and how compromises are made for the sake of integration.

- a. I can listen to a first person narrative of how Ron Teasley was effected by integration and identify the sacrifices and suffering he and other endured in the collapse of the Negro Leagues.
 - b. I can identify the challenges that Tia Brown faces due to the gentrification of her neighborhood, as well as the challenges that come in the modern era with integrating schools through the story of Rachel Toft.
 - c. I can compare the contributions of famous players from the Negro Leagues towards the betterment of conditions for Black players in their time, while considering the negative impacts of Jackie Robinson's contribution.
3. I can apply the historical themes of integration to the historical narrative of a community elder.
 - a. I can investigate the life of a community elder for historical themes of integration.
 - b. I can draw conclusions about how specific events in my narrator's life were tied to themes/policies of integration.
 - c. I can create a podcast which answers the question of how an elder was impacted by integration.

Content Outline [bullet points or paragraph; no more than 1 page]

- Integration of Professional Baseball
 - Negro Leagues Legacy
 - Means for self improvement for Black population
 - Organized by Black players as means to resist oppression of Jim Crowe
 - Rube Foster - Highlight Chicago connection to the creation of the Negro Leagues as an organized franchise
 - Jackie Robinson
 - Chosen for ability to not react to racial taunt and threats versus ability to play baseball
 - Disingration of Negro Leagues come shortly after his breaking the color barrier
 - Profit Motive
 - Baseball owners were motivated by the large crowds at the East-West games of Chicago to integrate baseball as means to tap into spending power of Black communities
- Integration of Chicago Schools
 - Brown Vs. Board of Ed vs Reality of Chicago Schools
 - Inequity of schools through the city's west and south sides as historic fact
 - Willis Wagons and the era of Benjamin Willis
 - Parents Resistance

- Lack of integration in modern era
 - Schools closing and being absorbed into other schools as a means of integration efforts
 - Resistance from White property owners
 - Priced out of historically Black neighborhoods
- Oral History
 - Disciplinary literacy of the practice of collecting histories
 - Application of historical themes to modern era
 - Question Writing
 - Transcription/Time Stamps
 - Podcast Production
 - Script Writing
 - Sound Editing
 - Splice/Cut/Delete

References List (using APA citation)

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Drellich, E. (2022, Oct 29). At the World Series, MLB's diversity problems are the same old story. *The Athletic*. Retrieved from: <https://theathletic.com/3741503/2022/10/29/mlb-diversity-world-series/>

Required Technology:

[Audacity: Download Link](#)

[Otter AI: Transcription AI Signups](#)

Assessments and evaluations: Please include:

[Written diagnostic assessment](#) (given prior to Day 1 of unit)

10 different formative assessments (writing assignments, graphic organizers, etc.), including:

-  Concept Formation Integration.pdf
- [Discussion with specific model indicated and all prep materials;](#)
-  Primary Document Analysis.pdf
-  Oral History Analysis Ron Teasley.pdf
- [Timeline](#)
-  Current Event Analysis - First Hand Segregation - Rachel Toft.pdf
-  Found Poem Prompt
-  Practice Interview Guide
-  Podcast Rolling Document
 - This document acts as several formative assessments:
 - Question Writing
 - Script Writing
 - Transcription

 Summative Assessment & Rubric.pdf

Calendar

 Ullah - Unit Calendar