

"It's Not Just a Game!"

**Close Read: It's Not Just a Game!**

*Grade 5, Unit 3A*

**INTRODUCTION:** In this unit we are building our background knowledge about the importance of sports in American culture. Today you're going to read an article titled 'It's Not Just a Game!' to learn more about the role of sports in people's lives.

You will *close read* this text and answer the questions on the following pages. Make sure to follow each of the directions below.

**DIRECTIONS:**

- (1) **Read for the gist.** Read the whole text from beginning to end one time to get a sense of what it's about.
- (2) **Reread the focus section closely.** Reread the section labeled "The Ultimate Value of Sports."
  - ☐ Mark your starting and stopping points.
  - ☐ **While you reread**, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone? Keep a list of the words.
  - ☐ **After you reread**, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Focus Section: The Ultimate Value of Sports."
  - ☐ **After you reread**, answer the questions. Write your answers in the chart.
- (3) Can you tell from context clues? Can you look it up? Can you ask someone? Keep a list of the words.

### Focus Section: The Ultimate Value of Sports

What is the GIST of this section? (1-2 sentences)

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(1) What does the author mean by "there's little doubt about the value of sports"?	
(2) What is one reason the author gives for why sports are a valuable part of people's lives?	
(3) What is another reason the author gives for why sports are a valuable part of people's lives?	
(4) What does the word " <b>antidepressants</b> " mean in this sentence: "Sports also raise our energy level and act as	

"It's Not Just a Game!"

antidepressants."

**Write About the Text**

**DIRECTIONS:** What is the author's opinion about sports in this informational piece? Use the chart to record evidence from the text that helps you identify the author's opinion. And then record your explanation of why the evidence shows the author's opinion.

Evidence from Text	Explanation

**Write About the Text**



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## "It's Not Just a Game!"

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"It's Not Just a Game!"

**DIRECTIONS:** Use the rubric below to assess (grade) your essay. Mark the grade you would give yourself in each row. Then, write an explanation for why you assessed yourself the way you did.

**Grades 3-5 English Language Arts Essay Rubric**

<b>Idea Development</b>	
<ul style="list-style-type: none"> <li>• <b>QUALITY AND DEVELOPMENT OF CENTRAL IDEA *</b></li> <li>• <b>SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS *</b></li> <li>• <b>ORGANIZATION</b></li> <li>• <b>EXPRESSION OF IDEAS</b></li> <li>• <b>AWARENESS OF PURPOSE FOR WRITING</b></li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Central idea is clear and fully developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the purpose for writing</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Central idea is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the purpose for writing</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Central idea may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the purpose for writing</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Central idea is not present and/or not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal or no organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the purpose for writing</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.</li> </ul>

**Explain why you assessed (graded) yourself the way you did. Make sure to give examples from your essay to back up your assessment.**

1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## It's Not Just a Game!

By Lori Calabrese

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 B.C., that depict wrestling, dancing, and acrobatics, were discovered in an Egyptian tomb at Bani Hasan. The Ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 B.C. But it wasn't until the early nineteenth century, that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

### Different Sports for Different Folks

Sports come in many shapes and sizes. Both team and individual sports have advantages and disadvantages, but most people find that from an early age, they are drawn toward one or the other. In a team sport like soccer, you're part of a group, striving to be a winning team. That means putting the team ahead of your own accomplishments. You must learn to get along with your teammates and share responsibility. In an individual sport like tennis, you're usually only concerned about your own performance. That can make these sports more challenging.



### It's Not Just a Game!

#### The Ultimate Value of Sports

Whether it's football or golf, there's little doubt about the value of sports. According to the American Academy of Pediatrics (AAP), "play is essential to the cognitive, physical, social, and emotional well-being of children and youth." Play not only exercises our bodies, it also exercises our minds. Sports teach us about ourselves and our world. We learn how to negotiate plans, settle disagreements, and how to monitor our attitude. The skills we learn playing can be applied to school and work. Since organized sports are a hands-on, minds-on learning process, they stimulate our imagination, curiosity, and creativity. The growing science of play is armed with research claims that play, and thus sports, is important to healthy brain development. We use language during play to solve problems, we use thinking when we follow directions to a game, and we use math skills to recognize averages and odds of each sports play.

Sports also raise our energy level and act as antidepressants. Activity increases the brain's level of chemicals called endorphins, which boost mood. When we start moving and having fun, we feel good about ourselves.





## It's Not Just a Game!

### Forgetting the Fun

In a perfect world, everyone would have fun playing sports. But that's not always the case. Sports can get aggressive and cause scrapes, bruises, and broken bones. They can also hurt us psychologically. David Elkind, professor emeritus of Child Development at Tufts University and author of *The Power of Play*, says that when young children play self-initiated games such as tag or hide and seek, "misunderstandings and hurt feelings are part of the learning process, and happen in a context of mutual respect. Those that arise in organized team sports, don't have the same supportive network, the sense of competition outweighs the sense of cooperation, and can be hurtful to the child's sense of self and self-esteem." Playing sports is usually fun, but sometimes we can get frustrated. It might be because of the pressure to win, parents who yell and scream from the stands, or coaches who treat us unfairly. Sports are supposed to bring people together, but they can also drive people apart. When sports are separated into skill level, gender, or ethnicity, some players feel isolated, begin to forget the fun in sports, and even want to quit. Sports may not always be a positive experience, but even when they're not, they give us a dose of how to face life's challenges.

### Making Sports Work for Us

Playing sports doesn't mean you have to play on a varsity team. And very few people have what it takes to be a professional athlete. But your school basketball coach or gymnastics teacher has found a way to make play their work. And in doing so, they've found the work best suited to who they are. According to Elkind, "Whenever we combine play with work, as in our hobbies, cooking, gardening, sewing, and carpentry, it is the full utilization and integration of all our interests, talents, and abilities. It's an activity that makes us feel whole."

Play is so important to our development that the United Nations High Commission for Human Rights has included it as a right of every child. In other words, it's your birthright to play! And there's no better place to play and learn about the world than on a sports field. So regardless of your sport—from swimming to soccer—play to have fun and you'll automatically win!

### Keep Your Eye on the Ball

Are your eyes glued to the TV when LeBron James takes the court or Derek Jeter steps to the plate? While fans fill arenas, even more click their TVs on at home to watch athletes slam a puck into a net or hit a ball with a fat stick. Play is not only something to do, it's something to watch others do.



## It's Not Just a Game!

Sports are a form of entertainment. The joy you and your teammates get by working together is the same joy your family, friends, and other spectators get when they watch. Fans experience the thrill of victory and the agony of defeat, just like the players on the field. Think of all the applauding, shouting, and yelling that happen at sporting events. It's a way for many of us to live vicariously through the players' actions.

Sports are also social events, opportunities for strangers to cheer together and debate outcomes. A Saturday morning game is a great way to spend time with family.

Sports involve learning, too. Fans research players, teams, and the sports themselves. How many fans do you know who are walking encyclopedias of sports trivia?

Why do so many of us watch sports and have a favorite team? Studies show that it fills both emotional and psychological needs. We feel self-confident and experience joy when our favorite team wins. Sports fulfill our human need to belong, and many fans, whether their team wins or loses, enjoy the suspense that allows them to release their emotions. Where we live, our family background, peer pressure, and our own sense of self (identity) all determine which baseball cap we wear and why we root for our team.

So the next time you put your Red Sox cap on and tune in to the game, remember it's not just about the amazing pitchers and batters, but about the way you feel when you watch your team play.

**Baseball**—From the 1830s to the late 1850s, Americans played a variety of ball and bat games. The first recorded baseball game took place in 1846 in Hoboken, New Jersey.

**Football**—Derived from rugby, a game played at public schools in England, football began to develop in Canada and the United States in the mid-1800s. The first game of American intercollegiate football, most resembling today's game, was played between Tufts University and Harvard on June 4, 1875, at Jarvis Field in Cambridge, Massachusetts. Tufts won, 1–0.

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Lori Calabrese, "It's Not Just a Game!" in *Odyssey* (Jul/Aug 2009, 18:6, 36).



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## Elementary Nonfiction Reading Log



Department  
of English  
Language  
Arts and  
Literacy

## BPS ELA & Literacy

Place the following information at the top of each page of your Reading Response Notebooks as a heading:

Date: Title of Text

Page #started Page # ended Time spent reading

The following phrases may help you get started writing about your reading. You may use one or more of them each time you write about your reading.

While I was reading:

I got confused when...

I was distracted by ...

I started to think about ...

I got stuck when...

The time went quickly because ...

A word//some words I didn't know were ...

I stopped because ...

I lost track of everything except ...

I figured out that ...

I first thought ... but then I realized ...



## BPS ELA & Literacy

Please answer the questions below regarding your book:

**In the first section: What is the author talking about?**

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**In the middle sections: How does that connect with what the author already told us?**

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**In the last sections : Did the author explain that clearly? Why or why not?**

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**After finishing: Did the author give us the answer to that?**

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## Reader Response Log

Date	Time	Time Finished	Title	Page	Page
	Started			Started	Finished

Parent Signature: \_\_\_\_\_

# Reader Response Notebook Rubric

Use the rubric below to grade yourself and explain why you gave yourself that grade:

<p><b>Score 4</b></p> <p><b>Points</b></p> <p><b>Criteria:</b></p>	<p>The response includes one or more of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cites evidence from the text to confirm or reshape ideas</li> <li><input type="checkbox"/> Makes connections that aid in comprehension</li> <li><input type="checkbox"/> Records facts, new learning or quotes</li> <li><input type="checkbox"/> Demonstrates evidence of reading comprehension strategies</li> </ul>	<p>Response includes complete format/structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Date</li> <li><input type="checkbox"/> Book Title</li> <li><input type="checkbox"/> Pages Read</li> </ul>
<p><b>Score 3</b></p> <p><b>Points</b></p> <p><b>Criteria:</b></p>	<p>The response includes one or more of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cites minimal evidence from the text to confirm ideas</li> <li><input type="checkbox"/> Makes connections</li> <li><input type="checkbox"/> Records facts or quotes</li> <li><input type="checkbox"/> Demonstrates some evidence of reading comprehension strategies</li> </ul>	<p>The response includes some format/structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Date</li> <li><input type="checkbox"/> Book Title</li> <li><input type="checkbox"/> Pages Read</li> </ul>

## BPS ELA & Literacy

<b>Score 2</b>  <b>Points</b>  <b>Criteria:</b>	<b>The response includes one or more of the following:</b>  <input type="checkbox"/> <b>Cites minimal evidence from the text to confirm ideas</b>  <input type="checkbox"/> <b>Makes connections</b>  <input type="checkbox"/> <b>Records facts or quotes</b>	<b>Response includes few format/structure:</b>  <input type="checkbox"/> <b>Date</b>  <input type="checkbox"/> <b>Book Title</b>  <input type="checkbox"/> <b>Pages Read</b>
<b>Score 1</b>  <b>Points</b>  <b>Criteria:</b>	<input type="checkbox"/> <b>Response does not record facts, quotes or connections</b>	<input type="checkbox"/> <b>Response does not include a format/structure</b>

Explain the grade you gave yourself below:

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H A R O N R O B I N S O N

HOW JACKIE

ROBINSON

CHANGED

AMERICA

PROMISES  
TO KEEP

 SCHOLASTIC

S H A R O N R O B I N S O N



# PROMISES TO KEEP

HOW JACKIE ROBINSON CHANGED AMERICA

SCHOLASTIC INC.

New York Toronto London Auckland Sydney  
Mexico City New Delhi Hong Kong Buenos Aires



# JACK ROOSEVELT ROBINSON

BROOKLYN N.L. 1947 TO 1956

LEADING N.L. BATTER IN 1949. HOLDS  
FIELDING MARK FOR SECOND BASEMAN  
PLAYING IN 150 OR MORE GAMES WITH 992.

LED N.L. IN STOLEN BASES IN 1947 AND  
1949. MOST VALUABLE PLAYER IN 1949.  
LIFETIME BATTING AVERAGE .311. JOINT  
RECORD HOLDER FOR MOST DOUBLE PLAYS

BY SECOND BASEMAN, 137 IN 1951.  
LED SECOND BASEMEN IN DOUBLE  
PLAYS 1949-50-51-52.

*Jackie Robinson's plaque from the Baseball Hall of Fame*

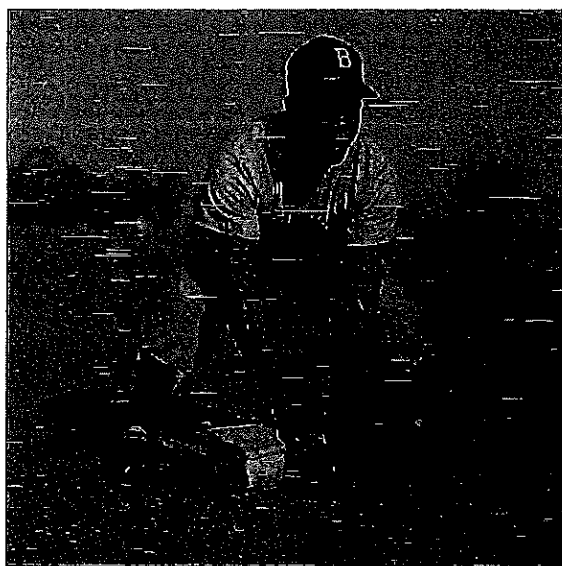
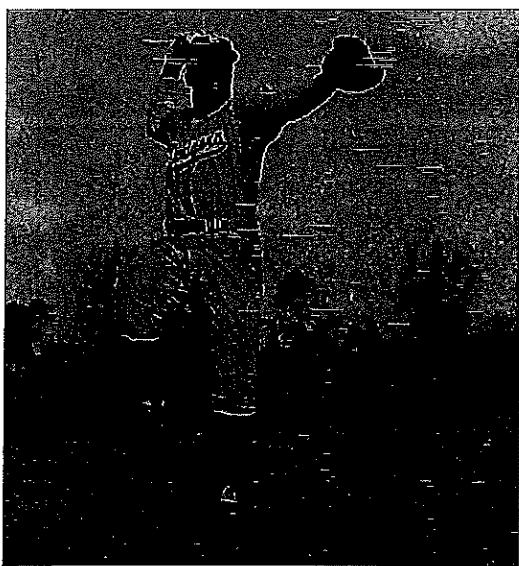
*In memory of my beloved brother,  
Jack Roosevelt Robinson, Jr.*

—S.R.

#### ACKNOWLEDGMENTS

Let me begin by giving thanks to my mother, Rachel Robinson, for her love, generosity, and belief in this project. Much love and thanks to my son, Jesse Simms, and my brother, David. I'd like to thank the entire Scholastic family, but most especially Dick Robinson, Barbara Marcus, Jean Feitel, Steve Palm, Shelley White, Judy Newman, and Charisse Meloto. A very special thank-you to my editor, Sheila Keenan, and to art director Kristina Albertson. I'd also like to thank all my coworkers at Major League Baseball with special thanks to Commissioner Bud Selig and MLB President Bob DuPuy. I'd like to thank Jana Perry, Kimberly Allen-King, and Mariner Brito for their friendship, support, and assistance with photo research. Special thanks to Leonard Coleman, Marty and Nancy Edelman, Carole Coleman, Brenda Miller, Janus Adams, Jim Kelly, Robyn Liverant, Vargrave Richards, Emma Sun, Debbie Sun, Carol Grant, Wendy Lewis, Raymond Scott, Marcia Rubenstein, KC Wilson, Nel Yomtov, Donna Christianson and John Blundell. I love each of you.

Deep gratitude to the Jackie Robinson Foundation, the Library of Congress, and the Baseball Hall of Fame for giving me access to their incredible collections.





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# Introduction

**O**n April 15, 1947, my father, Jack Roosevelt Robinson, stepped out of the Brooklyn Dodgers dugout, crossed first base, and assumed his position as first baseman. He paused, hands resting on bent knees, toes pointed in, then stood, lifted his cap, and saluted the cheering fans. It was a defining moment for baseball—and for America.

As a result of Dad's accomplishments on and off the field, I inherited a legacy of excellence and service. Today this legacy takes me into classrooms across the United States, Canada, and the Caribbean. As the Vice President of Educational Programming for Major League Baseball, I bring the *Breaking Barriers* program into schools, where children, ballplayers, and I talk baseball, values, and books. The kids are naturally curious about my childhood. They want to know what was it like being Jackie Robinson's daughter.

They ask me questions such as, "Did your dad come home angry after losing a baseball game?" or, "How did you and your family feel about the hate letters you got?" But the question that makes me stop and think hardest has been, "Did you *really* know your father?"

When kids ask me that question, I tell them I was six when my dad retired from baseball;

twelve when he was elected into the Hall of Fame; twenty-two when he died. I also tell the children that my father taught me to flip pancakes, hit a baseball, question political leaders, solve problems, and keep promises.

Whether I was learning to walk, wildly swinging the bat at a fastball, tackling one of my brothers during a football game, or singing a show tune from *West Side Story* on the rock ledge of our fireplace, Dad encouraged me with his praise and loving smile. At times, my father made me feel like I was the most important person in his life. He was fond of saying, "Just put your fingertip in my tea and I won't need any sugar." I'd giggle and believe I actually had the power to sweeten that cup! When I was sad, Dad was there for me. The first time I cried over failed love, he sat on my bed and reminded me that I deserved better.

Over the years, I've learned about my father's baseball days from friends, family, other ballplayers, and even strangers who are anxious to share cherished Jackie Robinson memories with me. To this day, I'm mesmerized by newsreels of my dad rounding the bases, joyously clapping his hands as he outfoxes another pitcher.

My father was famous. My brothers and I grew up among awards, trophies, and photographs, but

our parents taught us not to worship these honors. They said we should measure our lives by the impact we had on other people's lives. All we had to do was pay attention to the way our parents lived to know that this was true.

As a kid, my favorite photograph hung on the wall leading to the lower level of our house. It showed my dad stealing home plate during the 1955 World Series. I passed it several times a day and always paused to look at how a cloud of dirt obscured half my dad's body, or to study the way his right hand was clenched into a fist. I never failed to notice how my dad's face twisted with fierce determination. Could this be the same man who never raised his voice at home?

Looking back I realize that one of the things I admired most about my father was how he stayed in the game until the end. He stood firm even when his opinion wasn't popular. Whether questioning an umpire or an American president, Dad used his celebrity to challenge an unjust system and support a movement organized to correct the wrongs.

So, yes, I knew my dad well as a father and as a man.

This brings me to why I wrote *Promises to Keep*. Though my father's story has been told many times, I wanted the opportunity to tell

it in its fullness. *Promises to Keep* is more than a photographic biography. It's a story about commitment. I've chronicled my father's life through words and pictures as a lasting memory to a man who was shaped by American history and who had an impact on American history. As you read *Promises to Keep*, you'll see that my father's personal and professional experiences, like baseball itself, reflected the American experience of his time.

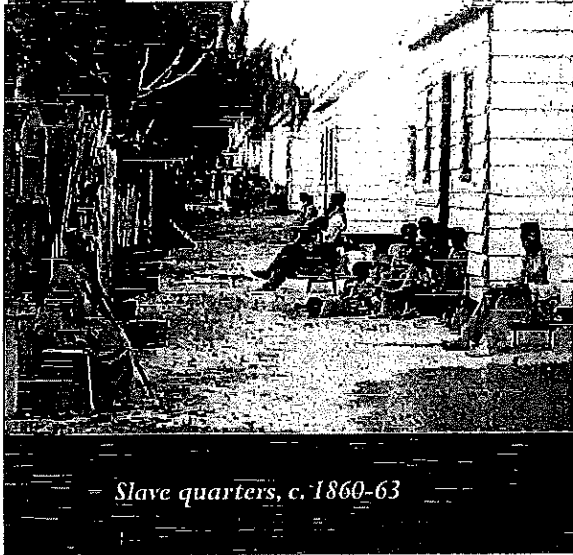
A lifetime of service was my father's commitment to America and his challenge to you. Whether you commit to study hard, to be a better friend, family member, or neighbor, I hope that through my father's example you will understand why making a promise and keeping it is so important.

—S. R.



*My Dad and me*

# A Black and White World



Slave quarters, c. 1860-63

**M**y great-grandparents were slaves; my grandmother was a sharecropper; my father was born into a segregated world. Although it may be hard for you to imagine an America where black and white people were kept apart by laws and customs, that world existed.

My father helped change it.

By breaking the color barrier in Major League Baseball, my father helped break down racial segregation. Before we get into the story of Jackie Robinson, however, we need to understand how segregation became a way of life in the United States.

The story of race relations in the United States begins more than 400 years ago, when African men, women, and children were enslaved and forcibly brought to the American colonies. The Civil War (1861–65) ended this terrible, inhumane practice. By 1870, there were approximately 4,000,000 African Americans in the United States who, because of the Thirteenth and Fourteenth Amendments to the Constitution, were now U.S. citizens.

As freedmen and women, some former slaves attended school for the first time, farmed in a system called sharecropping, voted, and held local, state, and federal offices. But the new

619

people kidnapped from Africa  
e brought to the Virginia  
colony.

**1776**

There are approximately  
2 million slaves in the  
American colonies. After the  
American Revolution (1775–  
1783), approximately 55,000  
free black people live in what  
is now the United States.

**1787**

The U.S. Constitution does not  
mention slavery, but it does  
ban the importation of slaves  
as of 1808.

**1861–65**

The Civil War rages between  
the Union (the North) and  
the Confederacy (the South).

freedoms granted to African Americans were unacceptable to many southern whites who were used to being in control. These southerners used political, legal, and violent means to control blacks. They passed state laws to restrict the rights of blacks and to keep them from voting. Even the courts denied blacks opportunities and basic human rights. In *Plessy v. Ferguson* (1896), the U.S. Supreme Court upheld a state's right to pass racial segregation laws. The Supreme Court's ruling said that such laws did not violate the U.S. Constitution.

The nation was divided: those favoring segregation against those who opposed it.

The period of legal segregation in America is commonly referred to as the Jim Crow era. In the 1830s, Thomas Rice, a famous white music-hall entertainer in Baltimore, Maryland, created a fictional character based on a black singer-dancer. Rice called his character "Jim Crow." White audiences laughed at the clowning and foolish antics of the character. Black people found the performances demeaning. They began to use the term "Jim Crow" to mean discrimination.



This nineteenth-century sheet music shows Jim Crow figure. Notice that the song is sung by T. (Thomas) Rice in "Ethiopian." Ethiopia is a country in Africa.

**1863**

President Abraham Lincoln signs the Emancipation Proclamation, which frees slaves in the Confederate states.

**1865**

The Thirteenth Amendment to the Constitution makes slavery illegal everywhere in the United States.

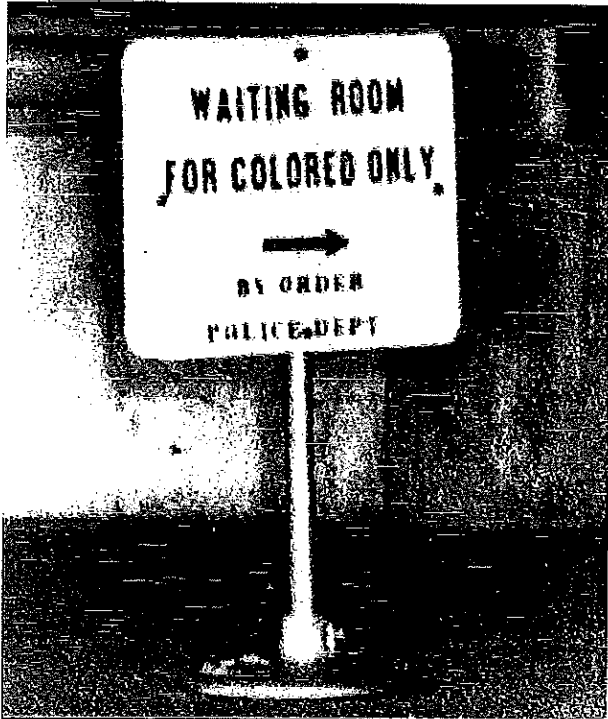
**1868**

The Fourteenth Amendment guarantees all people born in the United States, including African Americans, citizenship and equal protection under the law. Native Americans are not included.

**1870**

The Fifteenth Amendment grants all adult male citizens the right to vote.

# Signs of Hope



*Many public places, especially in the South, were segregated.*

In the post-Civil War segregated world, black people and white people went to separate schools, ate in separate restaurants, stayed in separate hotels, and sat in different sections on trains and buses. In many places, they used different bathrooms, telephone booths, and water fountains. Blacks and whites went to separate pool halls, auditoriums, and circuses. Many blacks were restricted from using parks, libraries, and hospitals that served white people. Signs on public facilities often read COLORED and WHITE in an effort to keep one race from coming in contact with the other. Segregation was part of everyday life almost everywhere, especially in the South.

My father was six months old in the summer of 1919, the "Red Summer." African-American blood flowed as black people were assaulted and killed in race riots and lynchings. The racial tension escalated when southern blacks moved north to work in jobs created by World War I. From 1915 to 1930, nearly 1.5 million



*Signs of the times: People were even prohibited from drinking at the same fountain.*

black people migrated north at a rate of 100,000 per year. Many of them settled in New York, Chicago, St. Louis, and Detroit.

The black families who fled the South during this period hoped to find a better life and escape Jim Crow life. However, they soon discovered that Jim Crow traveled, too. The rapid shift in population caused overcrowding in many cities and increased resentment from many white workers who were now forced to work alongside blacks.

## NEGROES HAVE COME NORTH TO STAY; FIND CHANCE FOR INDEPENDENCE HERE



*When African-American families left the South, they took with them their hopes for freedom and opportunity.*

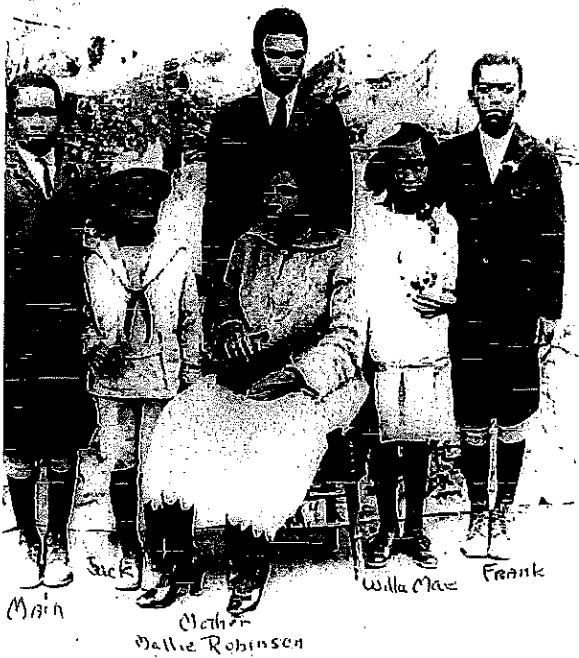


Mallie Robinson, my grandmother, was one of the early, pioneering migrants. She lived on a farm in Cairo, Georgia, in 1919, with her husband, Jerry, and their five children. They were sharecroppers, which meant they farmed a section of land owned by whites for a share of the profit from the crops. This system kept black sharecroppers like my grandparents from getting ahead. Sharecroppers didn't own their own farms. They had to buy all their seeds, food, and equipment on credit from the white landowner. At the end of the year, the black farmer had to give the white landowner up to one-half of his crop and repay all the credit. The black farmers ended up with very little and often owed money to the white owner.

After dealing with the frustrations of sharecropping, Jerry Robinson gave up and deserted the family. Mallie couldn't maintain the farm on her own. But my grandmother was a determined woman with an unflappable faith in God. She packed up her children—Frank, Mack, Edgar, Willa Mae, and Jackie—and took a huge risk. Mallie and her family left the only life they'd ever known. They traveled by train to Pasadena, California. There, they lived with her brother until Mallie found work and a place for her family to live.

My grandmother worked long hours cleaning and cooking in the homes of white families. Meanwhile, she insisted her children keep up their grades, work after school, and attend church every Sunday. The children learned early to protect each other. For a couple of years my dad's sister, Willa Mae, took my father to school with her. Dad played alone in a sandbox outside her classroom until the kids came out for recess.

As a boy, Dad went to Cleveland and Washington Elementary schools in Pasadena. The students were black. The teachers were white. My father only got average grades, but he loved sports. With



Mallie Robinson and her five children, from left to right: Mack, my dad, Edgar, Willa Mae, Frank. They moved from Georgia to California in the early 1920s.

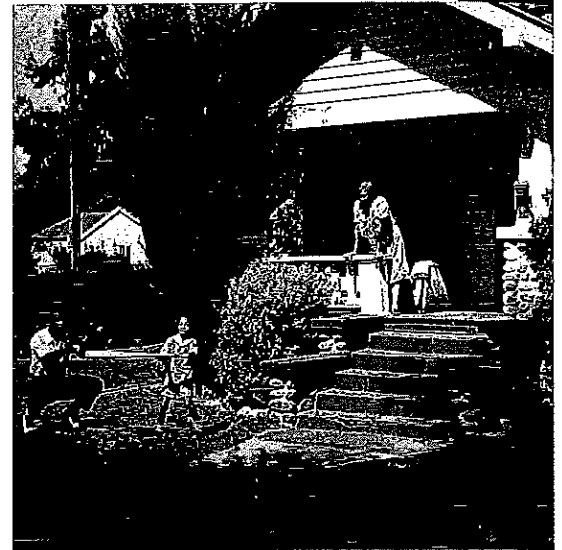


marbles, soccer, dodge ball, and baseball, Dad's reputation as a competitor—and a winner—began when he was just a young boy.

Pasadena was a pretty city with lots of parks and other public recreational facilities. My dad couldn't go in most of them. The local YMCA refused my father membership because he was black. The Pasadena movie houses he went to forced black people to sit in one section. The local soda fountain wouldn't serve black kids. Pasadena was divided into neighborhoods according to race. The boundaries were clearly drawn. Blacks lived in only certain parts of town. That didn't stop my grandmother.

Mallie and her sister and brother-in-law, Cora and Samuel Wade, raised enough money to buy a house. They ignored the racial boundaries and settled on a house at 121 Pepper Street. The house that they wanted happened to be in an all-white neighborhood. According to family stories, my grandmother knew that the owners wouldn't sell their home to a black family. Mallie got a light-skinned niece, who could pass for white, to purchase the Pepper Street house for them. After the closing, the Robinson and Wade families moved in together. The neighbors weren't exactly welcoming.

My father was three years old when he and his family moved to Pepper Street. When he was eight, Dad got into a name-calling fight with the little white girl who lived across the street. The children's verbal battle was interrupted when the girl's father came outside and started throwing rocks at my father. There were other incidents like that meant to intimidate my grandmother into moving off Pepper Street. A cross was burned on their front lawn. But in spite of the pressure from neighbors, my grandmother refused to leave Pepper Street. Over time, the block became mixed with families from black, white, Asian, and Hispanic backgrounds.

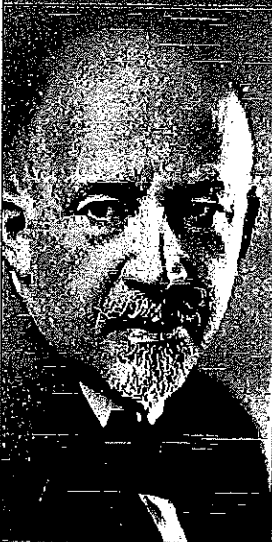


*Mallie Robinson watches Jackie Robinson play ball with his nephews in the yard of the house at 121 Pepper Street. My father lived in the house until 1955.*



*Mississippi-born journalist Ida B. Wells (1862–1931) used the media to expose the violence African Americans were often subjected to in the 1890s and early 20th century. Wells researched and documented the shocking number*

*of lynchings of black people, including three businessmen friends in Memphis, Tennessee. Despite threats on her own life, Wells continued her antilynching crusade through organizing, lecturing, and writing.*



*Scholar and writer William Edward Burghardt DuBois (1868–1963) believed African Americans should be educated and activists. Du Bois was one of the founders of the Niagara Movement, the nation's first biracial civil rights organization, which later became the National Association for the Advancement of Colored People (NAACP).*



*Self-made millionaire Madame C. J. Walker (1867–1919) was an entrepreneur who amassed a fortune through her cosmetics business. Walker was an important supporter of the Harlem Renaissance.*

While my father fought relatively small battles against racism in Pasadena, African-American leaders across the country took the struggle to a new level. They waged battles in courts, in newspapers, and at street demonstrations. They supported educational and economic equity. Black leaders and activists such as Ida B. Wells, Booker T. Washington, and W. E. B. DuBois took different positions and offered different solutions to the problems of racial equality.

By the 1920s there were visible signs of hope and progress.

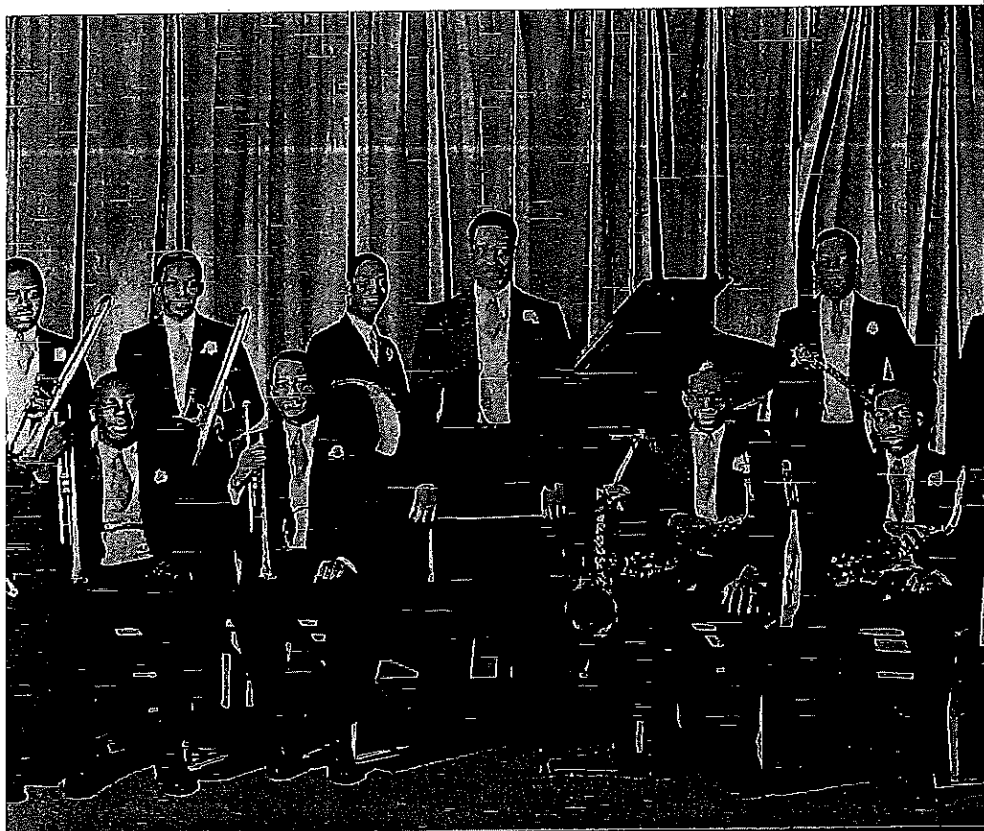
Black-owned and operated newspapers like the *Chicago Defender*, the *Pittsburgh Courier*, Boston's *The Guardian*, *Ebony* magazine (formerly known as the *Negro Digest*), the NAACP's monthly magazine, *The Crisis*, and the *Associated Negro Press*



*Booker T. Washington (c. 1856–1915), a former slave, became a leading educator, author, and spokesperson for African Americans. He headed Tuskegee Institute in Alabama, an all-black college where students learned vocational skills. Washington believed this type of education would bring black people economic freedom, which would eventually lead to greater freedoms overall.*

sprang up to tell the story of racial progress and encourage an antisegregation resistance movement.

There was also a small but growing professional class of African Americans who taught school, worked in hospitals as nurses and doctors, practiced law, and owned businesses. The Harlem Renaissance, named after New York City's vibrant black neighborhood, Harlem, brought forth great African-American writers, artists, and musicians. Artists like Jacob Lawrence; writers like Langston Hughes, Claude McKay, Countee Cullen, and Zora Neale Hurston; jazz musicians like Louis Armstrong and Duke Ellington; performers like singer-actor-activist Paul Robeson and dancer Bill "Bojangles" Robinson all rose to new heights of fame and popularity through the Harlem Renaissance.



*Legendary bandleader Duke Ellington (c. 1899-1974) took his famous jazz-swing orchestra all around the world.*

*Paul Robeson (1898-1976), an extraordinary singer, stage, and film actor, stunned audiences with his powerful performances in the film Showboat (1936) and in stage productions of Othello (1930 and 1943). Robeson was later ostracized for his social activism.*



*Poet-playwright-essayist-novelist Langston Hughes (1902-1967) captured the heart and voice of the African-American experience in his work.*

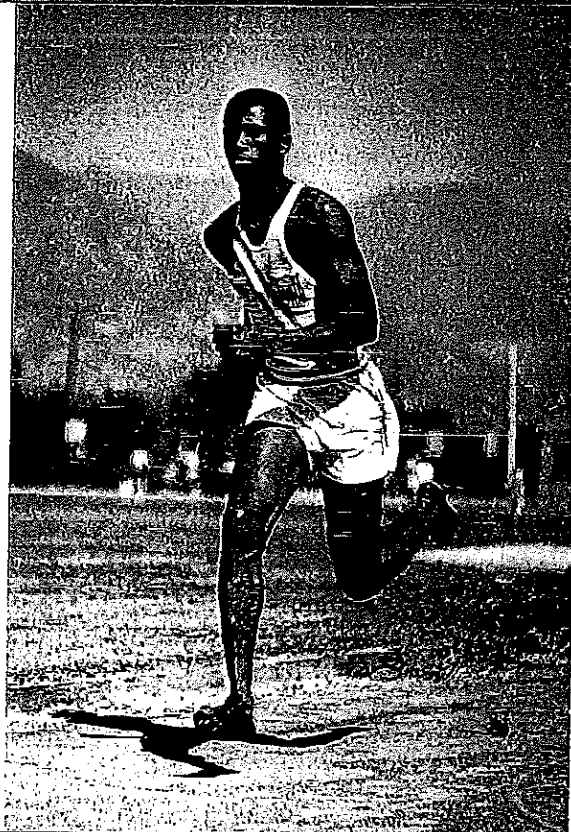


*Zora Neale Hurston (c. 1891-1960) was an anthropologist and novelist, best known for her book Their Eyes Were Watching God (1937).*





*My uncle Mack (l.), my father, and my grandmother Mallie at 121 Pepper Street, Pasadena.*



*Mack Robinson trains for the 1936 Olympics.*

The glory of the Harlem Renaissance was short-lived. In 1929, it was replaced by a deep economic depression. Dad was in junior high at the time. He helped his family out by taking on odd jobs like delivering newspapers, cutting the neighbors' grass, and selling hot dogs during football games at Pasadena's Rose Bowl. And he endured the problems associated with being poor and fatherless.

When he was a teenager, Dad and his friends formed the Pepper Street gang. They didn't use drugs, drink alcohol, or start fights. But they did throw clumps of dirt at passing cars, swipe golf balls and sell them back to the golfers, and steal fruit from the local grocers.

Several key factors helped my dad avoid serious trouble. The first and most important was his devotion to his mother and the values she worked hard to instill in him. The second was his love of athletics. Most of Dad's energy went into playing sports. In 1935, he was a star high school football quarterback at Muir Tech, where he also played baseball, basketball, tennis, and held records in track.

Dad's older brothers were another big influence on him. He really looked up to Edgar, Frank, and Mack. Dad didn't always understand Edgar's odd behavior, but he admired his love of speed. Edgar's feats on roller skates and his bicycle were legendary. It was said Edgar could outrace the bus from Pasadena to Santa Monica, a 30-mile trip!

Frank was my dad's favorite brother, but Mack became his idol. When Dad was 13, he watched with pride as Mack won a place on the U.S. Olympic track-and-field team.

Mack went to Berlin, Germany, for the 1936 Olympic Games. Dad listened to all the track meets on the radio. The U.S. relay team, made up of African-American athletes Jesse Owens, Uncle Mack, Ralph Metcalfe, Johnny Woodruff, and Cornelius Johnson, won the gold medal. By the end of the Olympics,

Owens had won four gold medals. Mack had won a silver in the 200-meter dash.

The 1936 U.S. Olympic relay team's victory was more than a personal athletic triumph. The team won one for humanity. The performances of my uncle and other African-American athletes shattered Nazi leader Adolf Hitler's theory of racial superiority. The Nazis, who rose to power in Germany in the 1930s, believed that select white people known as Aryans were superior to all other races, including blacks and non-Aryan whites. German leader Hitler snubbed Jesse Owens by refusing to shake his hand at the Olympic medal awards ceremony, but black America and freedom-lovers everywhere celebrated this stunning victory over racism.

The 1930s saw the rise of other African-American sports heroes. Joe Louis, "the Brown Bomber," was one of the most admired athletes of the time. On June 22, 1938, the heavyweight champion faced Germany's Max Schmeling in the ring. Like the 1936 Olympics, more than sports records were riding on the outcome.

Europe was on the verge of a second world war. Adolf Hitler gave Schmeling, his idea of the ideal "racially pure" man, a hero's send-off. Americans counted on Joe Louis to bring them victory. The fight of the century was on. It was as if war had already been declared. Louis knocked out Schmeling in two minutes, four seconds in round one. Joyous Americans all over the country—blacks and whites—celebrated in the streets.

But the victory party didn't last. The next morning, America woke up still separate and unequal.

*Joe Louis's K.O. of Max Schmeling was headline news all over, as shown on this front page of a Cleveland, Ohio, newspaper.*



# A Determined Pair

After graduating from high school in 1937, Dad attended Pasadena Junior College (PJC), where he continued to build his sports legacy. Two important people came into his life at this point: a sprinter named Jack Gordon, and a young preacher by the name of the Reverend Karl Downs. Jack and my dad shared a love of sports and developed a close friendship that lasted a lifetime. The minister earned the respect of Dad and his friends. They soon learned that they could trust him with their problems. The Reverend Downs helped guide my father into manhood.

At PJC, my father set a national junior college record in track by beating his brother Mack's broad jump record. One newspaper called my father the greatest base runner ever to play on a junior college baseball team. That same newspaper named Dad athlete of the year. His exploits on the football field added to the legend. The Pasadena Elks gave Dad a gold football and named him Most Valuable Player. Needless to say, the college scholarship offers piled in. Dad chose to continue his education at the University of California at Los Angeles (UCLA).

The summer before Dad attended UCLA was a tough one. His mother moved into a smaller house, at 133 Pepper Street, leaving the house at 121 Pepper Street to her grown children. That same year, Dad's brother Frank was tragically killed in a motorcycle accident. In spite of the personal loss, Dad started at UCLA in the fall of 1939. He commuted by car from Pasadena to UCLA, where he once again lettered in four sports.

By senior year, he was named the best all-around athlete on the West Coast. He twice led the Pacific Coast Conference in basketball scoring, won the Pacific Coast Intercollegiate Golf Championship,



*My father lettered in  
four sports at UCLA.*



and reached the National Negro Tennis Tournament semifinals. But, perhaps the most significant thing to happen to Dad that year was meeting Rachel Annetta Isum . . . my mom.

My parents met on UCLA's campus in the fall of 1940. Mom was an eager freshman just thrilled to be in college. Dad was a mighty senior, stunning athlete, and "big man on campus." Mom was attracted to Dad immediately. She liked his warm, engaging smile, and the fact that he was confident without being cocky.

In the 1940s, black students at UCLA were a very small minority. Each day between classes they gathered in Kerckhoff Hall to eat and talk. This is where my mother and father met frequently and then began to date.

My parents were serious people with strong personal goals. Each wanted to be somebody. Mom wanted to be the first in her family to earn a college degree. Dad wanted to be a professional athlete.

As the romance between my parents heated up, so did America's preparation for World War II (1939–1945). As African Americans protested against their exclusion from the growing defense industry, Dad proposed to my mom. Not long after President Franklin Delano Roosevelt signed an executive order banning discrimination in all plants working on national defense contracts, my father was drafted into the United States Army. It was still segregated.



*Mom studied nursing at UCLA while Dad served in the army. She graduated in 1945.*



*Dad's favorite sport in college was football.*



*Dad graduated from officer's training school as a second lieutenant.*

In spite of the inequities in the armed forces, black soldiers served their country. In preparation for World War II, the U.S. government formed a training school for black pilots. The school was located at Tuskegee Institute in Alabama. The Tuskegee Airmen were the first African Americans to qualify as military pilots in any branch of the armed forces. By the end of World War II, almost 1,000 had won their wings at Tuskegee Army Airfield.

Dad was in the army for three years, from 1942 to 1945. Mom stayed at UCLA to get her degree. My parents were separated except for the times Dad came home on leave. My father wrote to Mom several times a week and sent a box of chocolates on Fridays. The separation was hard on both of them, but Mom believes that it helped prepare them for their life together.

Dad was stationed at Fort Riley, Kansas, and Fort Hood, Texas. Because of an old football injury, he wasn't sent overseas. Instead, he was assigned to the cavalry, where with the help of fellow soldier and boxing champion Joe Louis, he went to officers' training school and graduated as a second lieutenant.



USAF photo by Sgt. John H. Smith, Jr. © 1994 U.S. Air Force

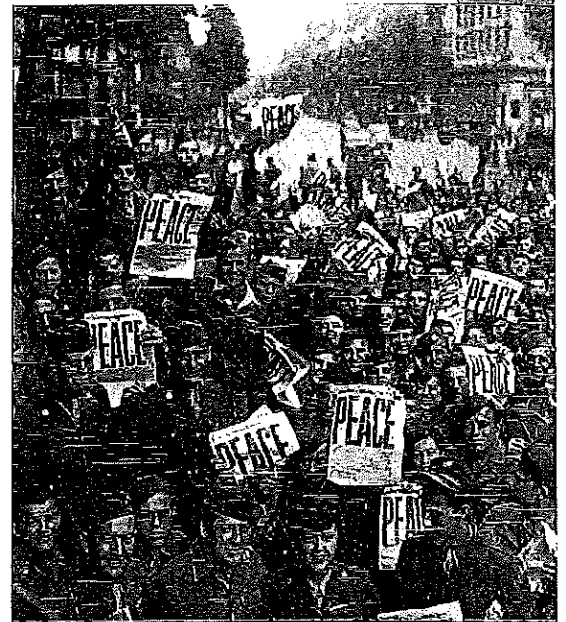
*The Tuskegee Airmen. More than a million black men and women served in the World War II armed forces. Many black entertainers joined tours of army camps. On the home front, black civilians worked in the war industries.*



Neither Dad's rank of second lieutenant nor his college athletic celebrity protected him against the humiliation of serving in a segregated army in the Deep South. Dad served as a morale officer, yet could do nothing about the fact that the baseball team was segregated, whereas the football team was not. One way he protested this injustice was by refusing to play any sport for the army.

Toward the end of his stint in the armed forces, my father faced Jim Crow head on. During a bus ride from the army base into town, the bus driver ordered my father to the back of the bus, a section for black people only. Dad ignored the command; he knew his rights as a soldier. An argument followed, and Dad was arrested. Later, he had to defend himself in military court. The charges were dismissed.

On November 28, 1944, Dad was honorably discharged from the army. A year later, America and her allies declared victory over Hitler. With the war over, attention turned to peace at home.



*August 15, 1945: U.S. Armed Service members in Paris, France, celebrate the end of World War II.*



*Dad was on leave from his army base. He and Mom announced their engagement at this dance.*

## 1945: A Changing World



*Satchel Paige (l.) and my father (r.) played in the Negro Leagues together.*

After the army, Dad worked for a year as a coach at Huston-Tillotson College in Austin, Texas. He then played baseball in the Negro Leagues for one season (1945). That was the only league open to an African-American ballplayer at the time.

Between 1888 and 1947, black ballplayers were restricted to the Negro Leagues. The Negro Leaguers played a unique and exciting style of baseball that entertained millions in small towns and big cities across America. Negro League teams gave us great players such as Satchel Paige, Josh Gibson, Willie Mays, and Henry ("Hank") Aaron.

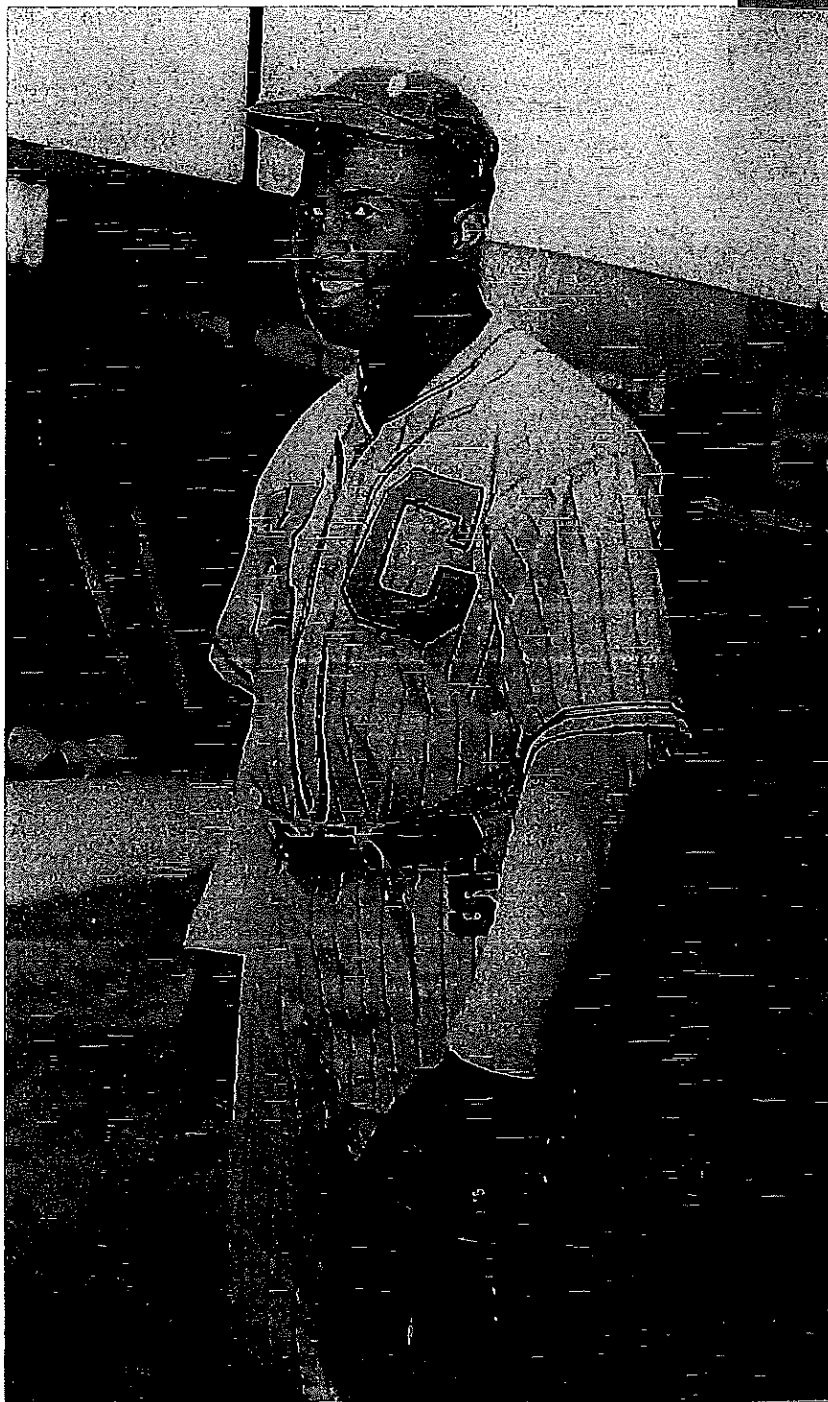
Despite the glory associated with Negro League baseball, it was still a part of a discriminatory system. Major League Baseball had an unwritten policy that kept nonwhite players out of organized baseball. Black ballplayers were denied the opportunity to play in the major leagues. Salaries were lower in the Negro Leagues, the schedules were less structured, and when the teams traveled south, they were forced to follow Jim Crow laws.

Because of its inequities, Dad questioned his future in professional baseball. Although my dad knew that the black press, some liberal sportswriters, and a few politicians were fighting for an end to Jim Crow baseball, he had little faith that it would happen in his lifetime. Little did Dad know that change was close . . . or that he was the prime candidate to break down the racial barrier.

The end of World War II signaled a turning point in America in many ways. Segregation was one area that was certain to change.

The black veterans returning from World War II were more determined than ever to abolish segregation. In 1948, President Harry S. Truman announced an end to segregation in the U.S. military. Other people were just as interested in desegregating civilian life. Some of them started with sports.

Because of its significance to American culture, baseball was the first team sport targeted for change. American baseball, which grew out of British ball-and-stick games like cricket and rounders, gained in popularity during the Civil War. By the end of the war, baseball was considered America's pastime. It seemed to represent all that was considered good about America: Democracy. Teamwork. Fair play. Excellence. It also represented America at its worst: Divided. Discriminatory. Unjust.



*As a member of the Kansas City Monarchs, my dad played in 47 games hitting .387, with 14 doubles, 4 triples, and 5 home runs. His strong performance won him a slot as a shortstop on the Negro League All-Star team.*

Determined to end institutionalized discrimination in baseball, sportswriters such as Wendell Smith of the *Pittsburgh Courier*, Frank A. Young of the *Chicago Defender*, Art Cohn from the *Oakland Tribune*, Sam Lacy of the *Baltimore Afro-Americans*, and Shirley Povich of the *Washington Post* wrote daily articles on the injustice of segregation within professional sports. They appealed to the Baseball Commissioner, to the owners of teams, to the ballplayers themselves, and to the fans who supported the game.

The questions these journalists raised went beyond the issue of

Baseball parks, like the game itself, were segregated.



race and into the economics of the game. They asked: Could baseball truly be considered America's pastime when black ballplayers and white ballplayers couldn't play on the same field? Could post-World War II teams afford to rebuild and be successful without including the enormous talent pool that existed within the Negro Leagues? Could the business of baseball grow when it was being accused of racism? Could the United States really consider itself a democracy if a portion of its population were denied basic human rights and opportunities simply because of the color of their skin?



## 1845

There are several myths about how and when professional baseball reached the continental United States. However, it is now commonly agreed that in 1845 the Knickerbocker Base Ball Club of New York adapted the European games of the past into the game we know today as baseball.

## 1846

The first recorded game is played on June 19 at Elysian Fields in Hoboken, New Jersey, where the New York Knickerbockers lost to the New York Baseball Club.

## 1869

The Cincinnati Red Stockings become the first openly salaried team and are considered the first professional team.

## 1876

The first major league, the National League, is formed in New York City.

## 1882

There are now two rival major baseball leagues in existence: the National League and the American Association. Neither league has any black players.

## 1884

Moses Fleetwood Walker from Ohio becomes the first black major league player when his team, the Toledo Blue Stockings, of the Northwestern League joins the American Association.

## 1887

White players complain that they don't want to play alongside black players. Baseball owners vote not to offer any further major league contracts to black players.

## 1920

The first national all-black league is formed.



With the country delicately balanced toward change and baseball under pressure to set the pace, someone within the executive ranks of baseball had to commit to breaking the color barrier. A couple of baseball owners had tried to be pioneers before 1945, but were unsuccessful. Then, with exquisite timing, Branch Rickey, president and general manager of the Brooklyn Dodgers, stepped forward. He was just the man for the job.

Wesley Branch Rickey was born December 20, 1881, in Stockdale, Ohio. He played baseball as a young boy in the Ohio countryside. Rickey attended Ohio Wesleyan University. Summers, he helped support himself by playing semipro baseball.

Even as a young man, Branch Rickey had strong values and firm beliefs. For example, while a student at Ohio Wesleyan, he began playing Major League Baseball for the Cincinnati Reds (1905). He refused to play games on Sundays because it was against his religious principles. Rickey was released from the team for taking this stand. From that point on, he had a clause written into all of his baseball contracts stating that he did not have to report to the ballpark on Sundays.

After Rickey graduated from Ohio Wesleyan, he went to law school, worked as an athletic director and baseball coach, and played big league ball for the St. Louis Browns (1906) and the New York Highlanders (1907). In his spare time, he lectured against legalizing alcohol. Rickey went on to manage the St. Louis Browns and Cardinals, the Brooklyn Dodgers, and the Pittsburgh Pirates.

In 1942, Branch Rickey was named president of the Brooklyn Dodgers. A year later, he went to the board members of the Dodger club and told them that he wanted to recruit players from Negro League teams. The board wasn't surprised. Rickey was well-known for bold moves. During World War II, he replaced seasoned



When Rickey first proposed integrated baseball, the commissioner of baseball at the time, Judge Kenesaw Mountain Landis, was firmly against it. Landis died on November 24, 1944, and the new commissioner, A. B. (Happy) Chandler, took the opposite position and said, "I don't believe in barring Negroes from baseball just because they are Negroes." Branch Rickey agreed.

Branch Rickey took a year preparing to bring black ballplayers into the major leagues. He knew that success depended on finding the man who'd be right on and *off* the field.

Branch Rickey studied the reports, listened to his scouts, and talked with black sportswriters. They universally agreed my father not only had the ability to play on a major league level, but was the right man to pioneer the integration of Major League Baseball.

"Familiar face, my God made longer knowing  
that this black creature made the  
crown and turned from his white  
reaction in the game that has given  
me off that I can call my own."



Branch Rickey (left) created a history making team for his baseball club. He is pictured (right) during Branch Rickey's career in the 1940s.

## A Branch Grows in Brooklyn

Branch Rickey, Brooklyn's first African American player, was the first to break the color barrier in professional baseball. He was the first African American to play for the Brooklyn Dodgers, and he was the first African American to be named manager of a major league team.

By TIM COHART

When Branch Rickey, general manager of the Brooklyn Dodgers, began to look for players, he was looking for a player who could break the color barrier in professional baseball. He was looking for a player who could be a role model for other African Americans and who could show that they were just as good as the white players.

Rickey's search for a player who could break the color barrier led him to Jackie Robinson. Robinson was a talented player who had been playing for the Negro League team, the Brooklyn Dodgers. Rickey saw Robinson's potential and decided to sign him to a contract with the Brooklyn Dodgers.

Robinson's signing was a historic moment in the history of baseball. It was the first time that an African American player had signed a contract with a major league team. Robinson's performance on the field was excellent, and he quickly became a fan favorite.

Robinson's presence on the team was not without controversy. Some people were opposed to his signing, and there were threats of violence against him. However, Rickey stood by Robinson and supported him throughout his career.

Robinson's success with the Dodgers helped to break down the barriers that had kept African Americans out of professional baseball. He paved the way for other African American players to join the major leagues.

Robinson's legacy is still remembered today. He is considered one of the greatest players in the history of baseball, and his signing is seen as a pivotal moment in the civil rights movement.



Branch Rickey

Look magazine, one of the leading magazines of its time, profiled Branch Rickey.

# Why My Father?

**O**n August 28, 1945, my father, who was playing baseball for the Negro Leagues' Kansas City Monarchs, met Branch Rickey to discuss playing for the Dodgers. There are many reports, but few eyewitnesses to this historic meeting, which took place at Branch Rickey's office in Brooklyn, New York.

Rickey knew all about my father's extraordinary athletic ability and that he'd successfully played on integrated teams in college. What he didn't know much about was what kind of person my dad was. So, before Rickey set up a face-to-face meeting, he called out to California to speak with people who knew my dad. He learned that Dad had been raised in a religious home by a mother whose values matched Rickey's own. He heard that Dad was a serious guy who didn't drink. He also heard that Dad was an aggressive competitor with a fiery temper. Rickey must have liked Dad's strong personality, but I'm sure he wondered how pressure would affect his playing. Nonetheless, he sent his scout, Clyde Sukeforth, out with instructions to bring Jackie Robinson to Brooklyn.

According to newspapers, magazines,

books, and movies, Branch Rickey and my dad eyed each other cautiously during the warm-up discussion. Rickey launched into a series of questions that were less about baseball and more about character. "Did he have a girl?" the Dodgers' president wanted to know. Dad looked Rickey straight in the eye and explained that he was engaged and hoped to marry when he had a job.

Satisfied that my father would have a supportive partner, Rickey went on to talk about the need for my dad to hold back his anger, control his impulse to strike back, and play extraordinary ball in spite of fear. My father listened carefully. He felt excited, scared, and thrilled by the opportunity to play in the big leagues.

Rickey jumped into a monologue where he quickly shifted roles from that of a racist fan to a spiteful teammate. He taunted my dad with angry, mean insults.

My father leaned forward, hands fisted, feet planted firmly on the floor. I can only imagine the thoughts that must have run through his mind. This was more than just a chance to play in the majors. It was a chance to avenge the racism of his boyhood, to help right injustice.



Rickey was offering my father a terrific opportunity and tremendous responsibility. Dad was prepared athletically. He had the support of a loving woman and a steadfast mother. He'd matured over the years. He had his faith. But would he hold back his anger for the sake of the mission?

The role-playing ceased. My father eased back in his chair, unclenched his hands, and met Branch Rickey's steely gaze with confidence and determination. Rickey asked if he could stand the pressure. Would he control his temper against verbal and even physical attacks?

Dad didn't respond immediately. The same question was on his mind. He wasn't used to backing down when attacked.

Rickey made it clear to my father that the first three years would be critical. For the sake of racial equality, he'd have to adopt a nonviolent approach to change.

My father agreed.

Branch Rickey knew he'd chosen the right man. He knew that Dad had both the self-control and the courage to succeed. He and my father shook hands on a verbal agreement. "The Noble Experiment" began.

## Baseball's First Negro

The Dodgers sign Jackie Robinson—first breach in game's racial barrier

John Roosevelt (Jackie) Robinson, 28-year-old former Army lieutenant and star four-letter athlete at UCLA (University of California in Los Angeles), recently became the first Negro player in the history of organized baseball.

A shortstop, Robinson was signed to an organizational contract by Branch W. Rickey, president of the Brooklyn Dodgers, and ordered to report next February to that club's principal minor-league affiliate, the Montreal Royals of the International League. Before the 1948 season is over Robinson may be in the Dodgers' line-up as their regular shortstop.

In signing Robinson, and several other Negro stars soon after, the Dodgers eliminated a \$18,000, three-year scouting search under Rickey's direction throughout the United States and Latin America. They came up with baseball's first honest answer to the vital racial problem it had long evaded and other major-league teams were expected to follow their lead.

The real purpose behind the quest for Robinson and the other Negro stars was shrouded in deep secrecy. Until a month ago, even Brooklyn scouts believed they were seeking material to stock the Brown Dodgers, an All-Negro team Rickey has projected. (Continued on next page)



Robinson's speed, skill and delight in the game led him to UCLA, where he is in action against Southern California.



On a mezzanine level, he led the UCLA football team, which won the 1939 national championship.



Twenty-eight-year-old Jackie Robinson is intelligent, even-tempered, courageous, anxious to help his race.

On October 23, 1945, two months after meeting Branch Rickey, my father flew to Montreal to sign his contract with the Montreal Royals, the Dodgers' farm team, for a bonus of \$3,500 and a salary of \$600 a month. At a news conference, the Montreal Royals announced to the world that baseball's invisible color line had been broken.



The three-hour meeting between my dad (l.) and Branch Rickey (r.) is legendary.

# Play Ball!

**F**our months after Dad signed with the Montreal Royals, my parents got married. The Reverend Karl Downs performed the ceremony on February 10, 1946, at the Independent Church of Christ in Los Angeles. My mother's mother, Zellee Isum, was thrilled to plan the entire wedding right down to selecting Mom's china, silver, and crystal. It was wartime, so materials were hard to find. Still, Zellee insisted that my mother wear a satin dress. So, Mom went to Saks Fifth Avenue and found a prewar satin sample wedding dress that had a long train. Dad matched Mom's elegance in a sharp pair of formal wear as they pledged a lifetime of love and shared dreams.



*My parents believed that marriage was the most important and fulfilling commitment that adults could make. Together, they reached for this ideal.*

Eighteen days later, my parents began the long trek across the country so that Dad could report to the Royals' training camp in Daytona Beach, Florida. Branch Rickey had broken his own rule about not having wives at spring training and had invited my mother to join Dad.

When Dad and Mom arrived in New Orleans, they were forced to give up their seats on the plane. Then they were bumped from the next two flights. To add to the humiliation, they quickly discovered that because they were now in the heart of the South, they couldn't eat in the coffee shop. Luckily, Mallie, a southerner, had anticipated trouble and had packed my parents a lunch. Twelve hours later, Mom and Dad flew from New Orleans to Pensacola, where they took a segregated bus to Daytona Beach, Florida. It was a rough start . . . and shades of things to come.

My father joined black pitcher Johnny Wright and 200 white players for the Royals' practice. Eager newspaper reporters from New York, Pittsburgh, Baltimore, Montreal, and Brooklyn fired questions at the two black men. "What are you going to do if the pitchers start throwing at you?" "Duck," Dad joked. "Would you like to play for the Dodgers? Do you think you're good enough to play with Brooklyn now?" Dad answered confidently. He told the reporters that he'd played with white players before and was sure he'd make it through the minor leagues and on to the Brooklyn Dodgers team.

After practice, the white players went to the Mayfair Hotel. My parents, Johnny Wright, and black sportswriters Billy Rowe and Wendell Smith, were housed in the black community, either in a motel or a private home. They ate their meals in black restaurants. Through it all, Mom and Dad were inseparable.



*Dad fields questions from reporter Wendell Smith (l.) during spring training.*



*Dad and Mom board a bus, heading for the Montreal Royals spring training in Daytona, Florida.*



Netherlands Plaza  
Cincinnati

Darling,

The game starts at eight. I did  
so much want to meet you at the  
airport but time does not permit it. I  
love you so very much and knowing I  
am to see you tonight makes things  
a lot better. Harold will leave a  
ticket for you or you can sit with  
me that I met you at the airport.  
My mother they know you  
is come called the

The day after they arrived, the Royals traveled south to Sanford, Florida for a week of spring training. As it turned out, Sanford was less welcoming than Daytona Beach. A few days into the training, Wendell Smith and Billy Rowe rushed my parents and Johnny Wright out of town because of threatened violence. Dejected, Dad said he wondered if the same thing would happen in the next town.

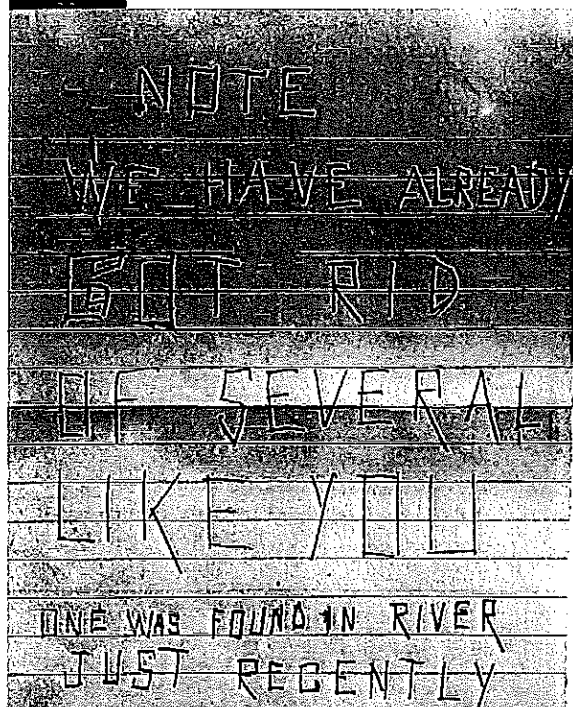

The Royals moved their practice back to Daytona Beach and had no further problems until they played games in Jacksonville and De Land, Florida. The Royals front office finally had to switch their remaining games back to Daytona Beach. During games, proud black fans crowded into the Jim Crow, or segregated, section of the stands while curious white fans filled in the remaining seats. On the field, the Royals' black players and white players worked as a team. When the game ended, they returned to their separate worlds.

After a successful spring training, the integrated Montreal Royals took to the field at Roosevelt Stadium in Jersey City, New Jersey, for the start of the 1946 season. Opening day was April 14, 1946. There were 35,000 excited fans in attendance. Because school was closed, there were a lot of kids in the stands. It was a clear, sunny, brisk day, more a football kind of day than baseball. Vendors sold coffee to help keep the crowd warm. The mood was electric as the mayor paraded on the field with celebrities and players for the singing of "The Star-Spangled Banner." Dad hit a home run in the third inning with two men on; singled three times; and stole two bases. Montreal won the game, 14 to 1. The fans mobbed Dad afterward, asking for autographs and wishing him well.

After the Jersey City opener, the Royals headed to Montreal, Canada. My parents were pleasantly surprised by the warmth and friendliness shown to them by the French Canadians.

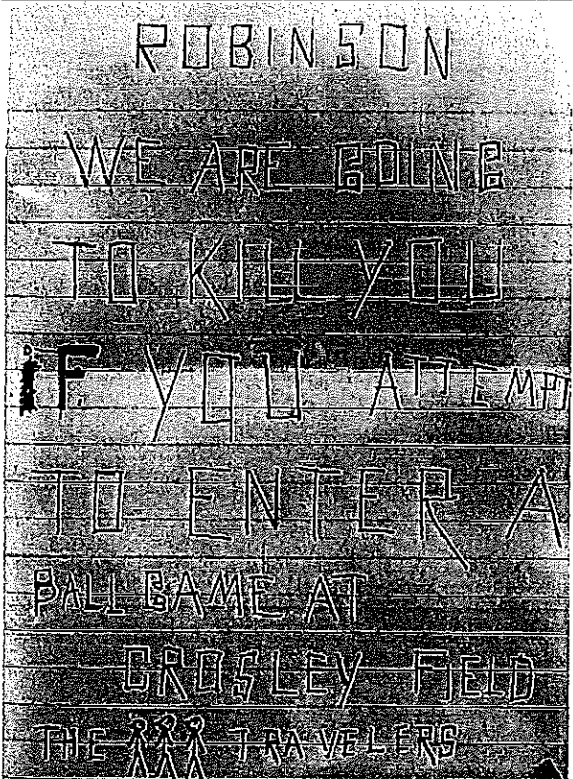


*Dad said he got a kick out of hearing the announcer at Montreal's stadium call his name out in French. He said it helped him escape the possibility of being Jackie Robinson. For that spring season, he imagined himself to be just the new Montreal second baseman.*



NOTE  
WE HAVE ALREADY  
GOT RID  
OF SEVERAL  
LIKE YOU  
ONE WAS FOUND IN RIVER  
JUST RECENTLY

*Threatening letters were mailed to our home—but so were baskets of fan mail!*



ROBINSON  
WE ARE GOING  
TO KILL YOU  
IF YOU ATTEMPT  
TO ENTER A  
BALL GAME AT  
BROOKLYN FIELD  
THE AAA TRAVELERS

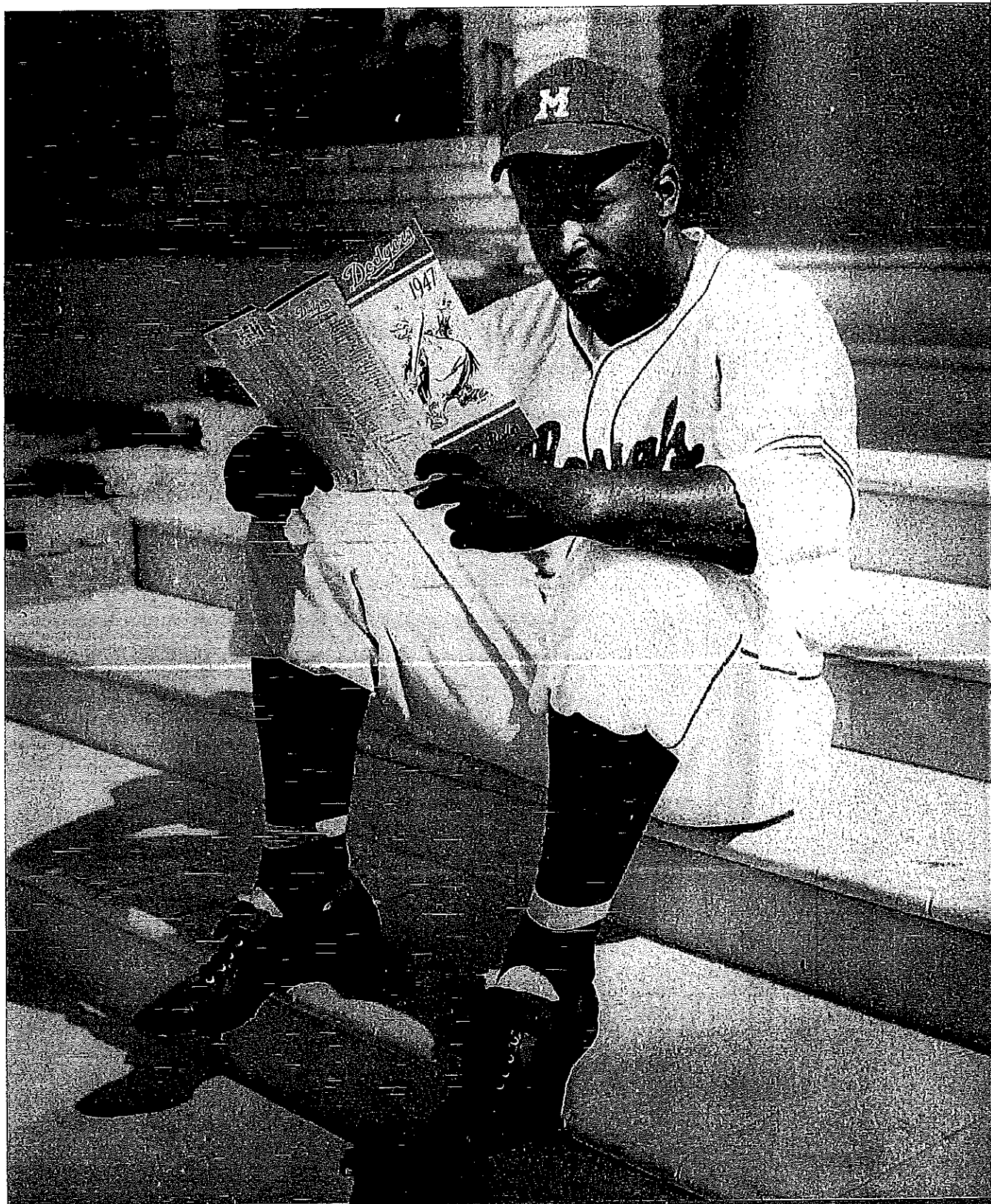
The Royals had different experiences in each city they played. Syracuse, New York, was worse than Sanford, Florida. During one game, while my father stood in the batter's box, a Syracuse player tossed a black cat toward him yelling, "Hey Jackie, there's your cousin clowning on the field." Years later, Dad told me he had been furious, but that he had responded by smacking the ball for a double. A few moments later a base hit sent him home with the winning run. As Dad rounded third base he shouted to the players on the Syracuse bench, "I guess that relative of mine is happy now, isn't he?"

In Baltimore, Maryland, the Royals learned there had been letters and calls threatening violence and a boycott if my father appeared on the field. The Montreal Royals played as scheduled. There were 3,415 people at the first game of the series. The small crowd was tense and angry. But as the Montreal and Baltimore series continued, the audience's mood changed. My father stole home during one game; the fans gave him a standing ovation.

Dad was big news when he got some big news himself: Mom announced she was pregnant. Dad was on the road, but Mom couldn't wait for him to come home. She called Dad, thrilled to report that they were going to have their first baby! Dad was so sure his firstborn would be a boy that he later wrote back a joyous letter adding that he would make his son proud of him.

Dad made good on that promise. During his one season with Montreal, he won the batting championship with a .349 average, scored 113 runs, ranked second in the league in stolen bases, and was voted Most Valuable Player in the International League. The Montreal Royals won the pennant and the Little League World Series. Today, the 1946 Royals are regarded as one of the greatest teams in the history of minor league baseball.





*Despite the threats on his life and the weight of a people on his shoulders, Dad completed his first year with the Montreal Royals as a Most Valuable Player (MVP).*



*Mom holds my brother, Jackie Jr., while Dad shares in the parenting.*



*When he was on base, Dad studied the outfield. He knew exactly what had to happen in order for him to successfully steal a base.*

Mom left Montreal in her eighth month of pregnancy to return to Los Angeles to await the birth of their first child. Dad joined her as soon as the season ended. True to his prediction they had a boy. Jack Roosevelt, Jr., was born November 18, 1946. He was a gorgeous baby with a head full of curly black hair.

Mom and Dad stayed on the West Coast surrounded by family and friends until Dad had to report for the Royals' spring training. Despite my father's successes in 1946, however, it looked as though yet another Major League Baseball season would start without a black player on any team's roster.

Then, on April 10, 1947, less than a week before the official opening of baseball season, the Brooklyn Dodgers played the Montreal Royals in the last game of the exhibition season. Dad hit into a double play in the sixth inning. Right after that play, a history-making announcement was made: The Brooklyn Dodgers had purchased my dad's contract from the Montreal Royals! Dad trotted back to the dugout. Fans and teammates cheered. Jackie Robinson was going to the majors . . . Jim Crow was going down!

Five days later, Dad played his first major league game at Ebbets Field, the Dodgers' stadium in Brooklyn, New York. An exuberant crowd watched the Dodgers beat the Boston Braves, 5-3. My father played first base and went hitless that game, but later that week belted out his first major league home run when the Dodgers played the New York Giants at the Polo Grounds.

*Dad crosses home plate to score his first major league home run.*





While Dad's teammates grew to appreciate his contribution to the team, they ignored him off the field. For the first couple of months with the Dodgers, Dad stayed to himself or with one of the black sportswriters. He said he felt the loneliness most when the team traveled. By June, however, things had changed. The team warmed up to my father. On train rides, they invited him to join in their card games. Eventually, Dad felt comfortable joking around with the other players.



*Dad used to say that it didn't matter if somebody resents you. It only mattered if you could make him respect you. Two months into his first major league season, my father's skill gained him the respect of his teammates and the fans. That's my dad, number 42, with Dodgers captain Pee Wee Reese, number 1.*

# e BROOKLYN



# Dodgers

AFFILIATED CLUBS

SPRING TRAINING CAMP

DODGERTOWN, VERO BEACH, FLORIDA

My Darling,

I miss you very much and am glad when another day passes so I can be with you. I am sure you know how much I love you and that my love is stronger today than it ever has been. I know that it will continue to improve and we will have many more years of happiness ahead.

I guess by now you have had a chance to read about my weight and I am sure this year is going to be a real good one. I feel better than I have felt for some time and am working very hard to get into the best possible shape I can get into. Today made me feel very good as I was hitting well and moving better than I have for a long time. As a matter of fact I believe I have a couple more years left burning incense. We have

been working pretty hard and I am sure everything will work out for the best. Bently, a good ball player, my dear but he'll be to sit on the bench and wait for an open. I was very surprised to hit the ball so well today so I guess that as soon as I reach get in shape I'll hit better. There really anything more to write about. The newspaper seem to sense my feelings as I have told my only aim is to get into the best possible shape and let my work tell the rest. They stay clear of me and I am very happy for it. It makes my promise that much easier even if it were hard I would be careful.

I love you Darling so much. Kiss the children for me and tell them how much I love them. Be sweet my Darling I know being away is tough but it only makes my love that much stronger. I keep wanting to hear your voice but keep fighting my self away from the phone. I love you and want to talk with you but am sure you understand.

yours always  
Jack

Here's how my mother remembered those early major league years: "During Jack's baseball career I attended every home game. I wanted to be with him and to experience his world. After games, I talked about how it felt to sit in the stands and hear fans yell at my husband. Jack talked about how hard it was to hold back his anger. Together, we fought off pessimism and despair.

"We worked hard to keep our fighting spirits alive and alert. We laughed and cried together. Most importantly, Jack was neither a victim nor a martyr as some have characterized him. We had many triumphs and victories to celebrate during his lifetime."



White fan reaction may have been mixed, but there was nothing ambiguous about the support from the Brooklyn fans and from African-American communities across the country. They loved my dad! Black families traveled long distances to go to ballparks to see him play. They gathered around radios at a neighbor's home to cheer Dad on. Sportswriter Sam Lacy once wrote: "No matter what the nature of the gathering, a horse race, a church meeting, a ball game, the universal question is: 'How'd Jackie make out today?'"

My parents and Jackie, Jr., settled into a small home in Brooklyn surrounded by a community that embraced them. There they met lifelong friends. As the baseball season progressed, Mom became friendly with a couple of the Dodgers' spouses, such as Gil Hodges's wife, Joan, and Pee Wee Reese's wife, Dottie.



*Mom attended most of the Dodger home games. My brother, Jackie, Jr., went to many of those games with her.*



About a month into the 1947 season, the Dodgers were in Cincinnati, Ohio, playing the Reds. The mood in the stadium was tense. Some of the fans started yelling at Dodger captain Pee Wee Reese, telling him that, as a southerner, he shouldn't be playing ball with a black man. Reese heard the shouting but refused to even glance in the direction of the stands. Instead, he walked over to my dad on first base. Reese put his hand on my father's shoulder and started talking to him. His words weren't important—in fact, afterward neither man remembered what was said. It was the gesture of comradeship and support that counted. As the two teammates stood talking, the fans got the message. They stopped heckling and settled down to watch the game. From that day forward, Pee Wee and my dad were friends, and they worked well together as teammates for many years.



*Dad and Pee Wee Reese warm up with some stretches.*



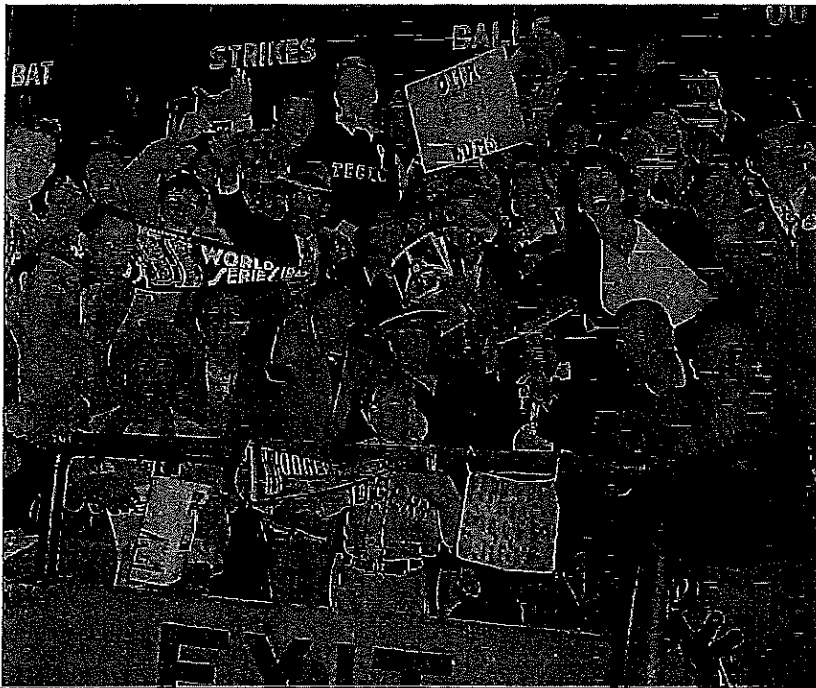
*Dad gets hit by a pitch.*

Major League Baseball players on other teams had mixed reactions to integration. Even late into the 1947 season, opposing players struck Dad with their cleats, or even pitched the ball at him, hoping to start a fight. Dad contained his anger. He glared at his aggressor until he had gathered the strength not to throw a punch.

The Brooklyn Dodgers won the pennant in 1947, but lost the World Series to the New York Yankees. By the end of Dad's first official year in the majors, his record spoke for itself. My father led the league in stolen bases and in sacrifice bunts, and was second in runs scored. He played in 151 of the 154 games that first season, all at first base, and brought a new aggressive style to the game. The *Sporting News* and the Baseball Writers' Association named Dad Outstanding Rookie of the Year in honor of his hitting, running, defensive play, and value to his team. He was the first winner of this award.



*Dad accepts his 1947 Rookie of the Year award.*



*Dodger fans celebrate their team's 1947 pennant win.*

During the off-season, a group of black New York City fans organized a "Jackie Robinson Day" at Ebbets Field. They presented my father with a new Cadillac, a television set, and other gifts. Dad's fame made him a popular guest on radio shows. In October 1947, he signed a contract for his autobiography that was to be written with Wendell Smith. That same year, a public opinion poll named my father the second most popular man in America. (Actor and singer Bing Crosby was the most popular.)

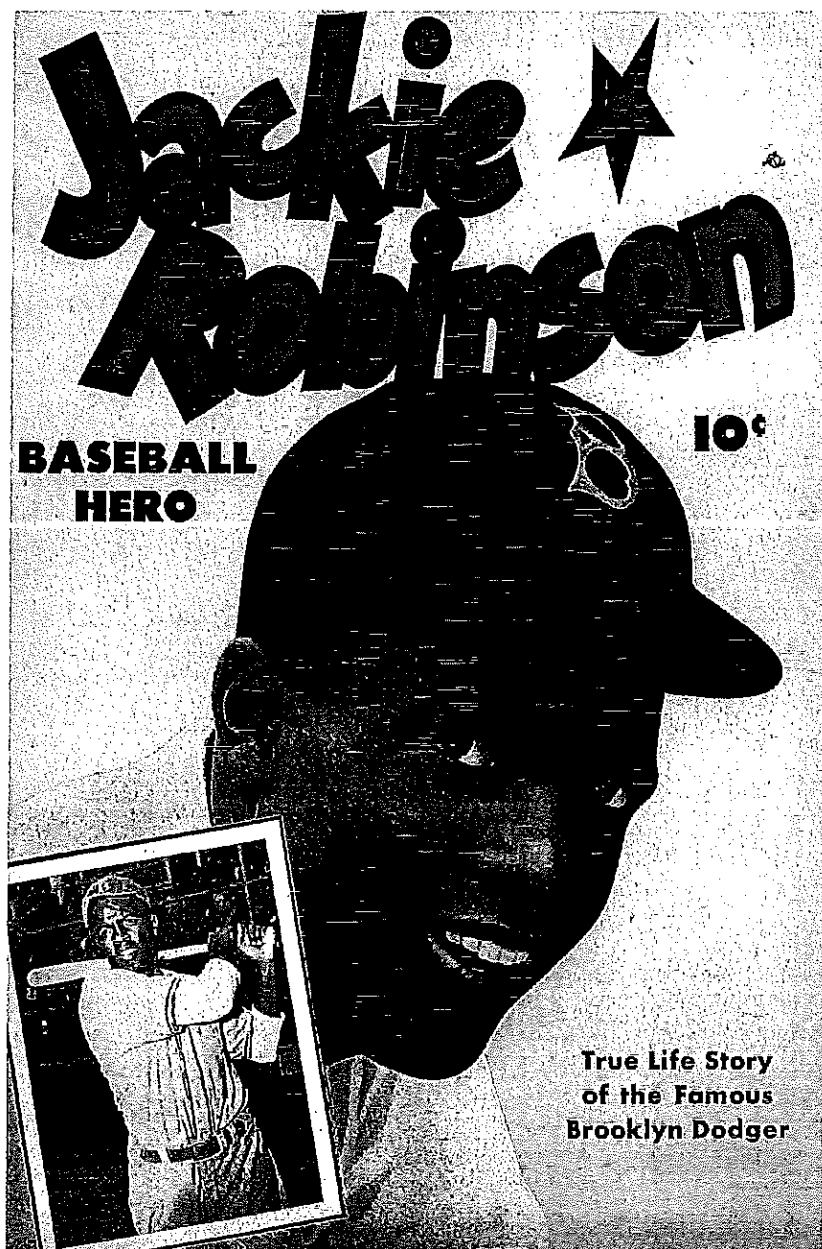
Two years into Dad's major league career, Mom found out that



*My father's excellence on the field, his winning personality, and good looks made him one of the most photographed black personalities of the time. Sportswriters, black and white, covered his every move.*



she was pregnant with me. She hoped for a girl. In anticipation of a growing family, my parents moved from Brooklyn to St. Albans, Queens. When I arrived on January 13, 1950, she and Dad were thrilled. My timing was impeccable. It was off-season for baseball and just before Dad had to go to Los Angeles for the filming of the motion picture *The Jackie Robinson Story*.



*Dad, Jackie, Jr., and me*

*Kids with ten cents could find out all about my dad in this popular comic book, published in 1949.*



That's me on the left, David in the middle, and Jackie, Jr., on the right.

Our family was complete two years later when my brother David was born on November 14, 1952. Luckily, Dad was in New York. He'd been at the hospital for the births of Jackie and me, and didn't plan to miss the birth of his third child, either. After the Dodgers lost to the Cardinals, Dad rushed from Ebbets Field to Doctor's Hospital in time for David's birth. Mom got sick and couldn't go home from the hospital with David. A family friend, Willette Bailey, came to stay with us at this point. She planned to stay until my mother was well, but ended up living with us until my brothers and I were out of the house.

Each March, we traveled with Mom to Florida for spring training and the exhibition games. Since Jim Crow laws were still in effect, we stayed at a motel in the black community while the other Dodger families stayed in a luxurious beach hotel across town. I was

Jackie Robinson

Dear Jackie, Sharon and David,

Mommy has been telling how what good children you have been and I am so glad to hear it. I will be coming home in a few days and for being so nice Mommy and I will take you to the circus to see the animals, clowns and all the thing that go with a circus. I am really proud of all of you and am always telling people I have the best children in the world. I know you are going to be even better and you are going to work real hard to do a lot of things like Mommy regularly. Love

I know you are remembering you are to the house while I am away and are also others what is right and wrong. Sharon is big girl and Mommy's helper. It is nice having girl as old as she is the second Mommy to love the others be a big girl and help with David. I know David is growing and is talking a

so I hope he keeps it up.

I will be seeing you soon so be good and always.

Mom stayed at home with us when Dad traveled during the season. Even though he was very good at writing us letters and calling daily, we missed him. Keep in mind that this was before e-mail, nationally televised games, and 24-hour television sports stations.

too young to know the difference, but my parents resented being treated differently. Eventually, the Dodgers bought their own facility in Vero Beach, where black players and white players and their families stayed together.



*With three growing children, Dad and Mom decided to build us a home in the country. In the fall of 1954, we moved from an integrated neighborhood in Queens, New York, where we lived across the street from Roy Campanella and his family. He was a fellow Dodger. We moved to an all-white community in Stamford, Connecticut.*

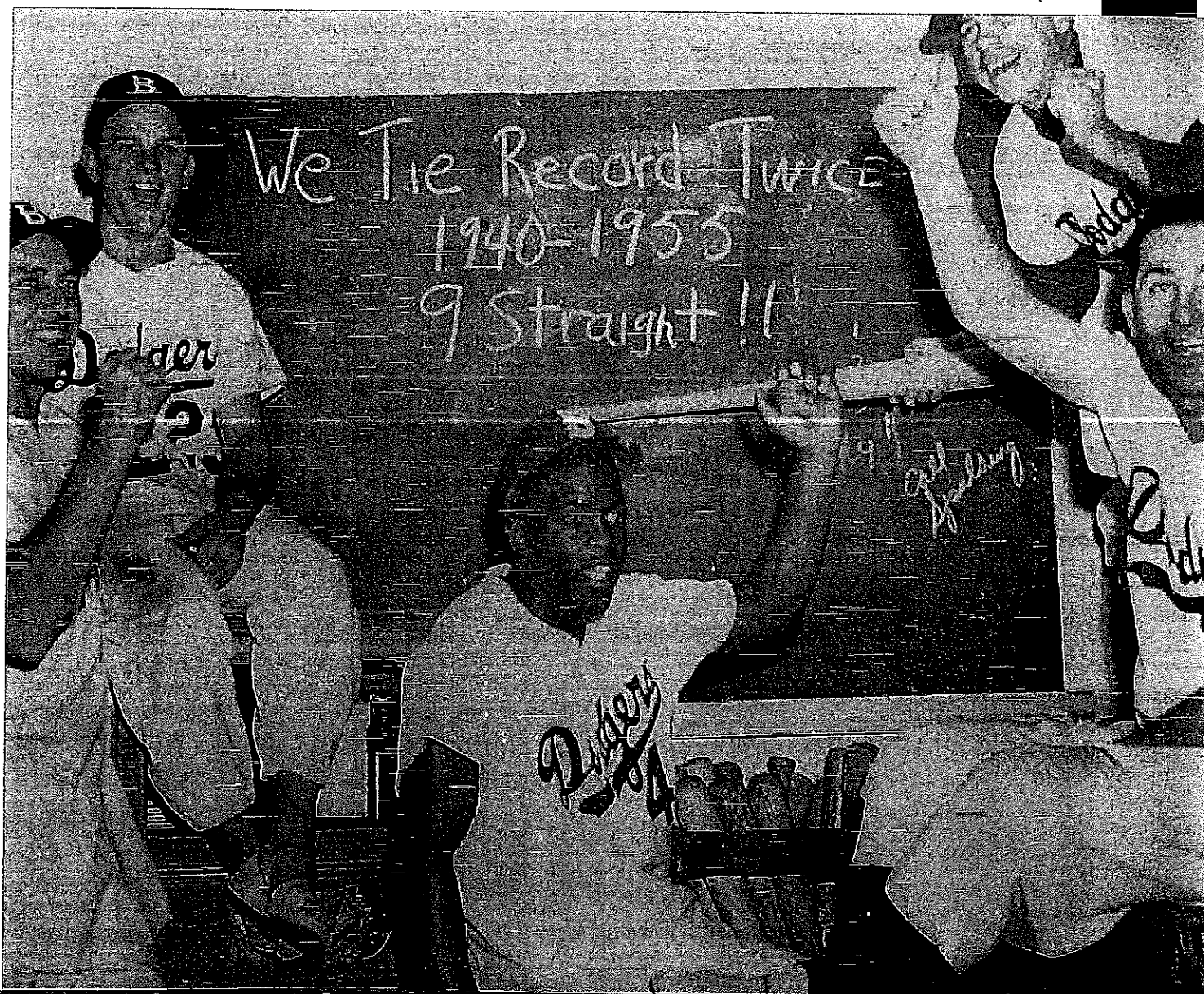
By the time I was five, Dad had been playing with the Brooklyn Dodgers for 10 years. During that time, he'd helped the team reach the World Series six times. In 1949, he led the league in batting with a .342 average and received the National League's Most Valuable Player Award. From 1947 to 1953, Dad ranked fourth in the majors in batting average (.319), second in runs scored (773), and first in



*My father's entrance into Major League Baseball opened up this world for other black players. The Cleveland Indians brought Larry Doby up a few months after Dad broke the color barrier. Don Newcombe, (c.) Roy Campanella, (r.) and Joe Black eventually became members of the Brooklyn Dodgers. The integration period within Major League Baseball ran from 1947 to 1956. The last team to bring a black player into their club was the Boston Red Sox.*



stolen bases (166). Of his nearly 5,000 career at-bats, 51 percent were from the cleanup slot. The 1955 Brooklyn Dodgers had the best season. After yearly disappointments of losing the World Championship to the New York Yankees, the Dodgers and my dad won the World Series. "Wait till next year," their annual mantra, finally meant victory!



*The 1955 Brooklyn Dodgers won the team's first and only World Championship.*

# A Civil Rights Champion

**A**fter the 1956 baseball season, it was clear that things had changed. Branch Rickey had left the Dodgers, and at age 37, Dad had passed his peak playing days. On December 13, 1956, the Brooklyn Dodgers announced that my father had been traded to their rival, the New York Giants.

Dad played along with the news of the trade, saying he'd give the Giants all that he had to give. The truth was, my father was aware that his baseball playing days were almost over. In anticipation of his retirement, he was investigating other opportunities. As the Dodgers announced the trade, my father stepped up his negotiations with a coffee manufacturer and restaurant chain, Chock Full O'Nuts, for a career outside of baseball.



*I was the middle child between two brothers, David (l.) and Jackie (r.). This picture was taken for Look magazine in 1956. We were four, six, and ten at the time.*

News of the trade sent baseball fans into an uproar. Angry letters poured into the Dodgers offices and into our home. The trade hit us hard, too. Dad had wanted to retire as a Brooklyn Dodger. He was angry that the team to which he'd been loyal hadn't even bothered to consult him on their plans to trade him. Without letting on that he intended to retire rather than accept the trade, Dad's agent made a deal with *Look* magazine. They got the exclusive rights to print my father's retirement story.

In the January 1957 issue of *Look*, Dad announced his retirement from baseball. The Giants tried to get my father to change his mind by offering him more money. Dad turned them down. He accepted a job with Chock Full O'Nuts in New York City.

At home, we celebrated the news. Major League Baseball players spend nine months of the year traveling and we knew that if Dad



*We were glad Dad wasn't going to be on the road much and would be around for things like trips to the candy shop.*

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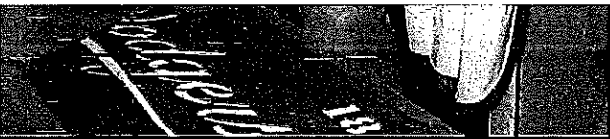


*1957: Dad retires from baseball.*

a minority-owned and operated bank was the only way to help rebuild Harlem's predominantly black community. On January 4, 1965, Freedom National Bank opened on 125th Street.



*On special days, Dad took me with him to New York City.  
Our first stop was always his office at Chock Full O' Nuts.*



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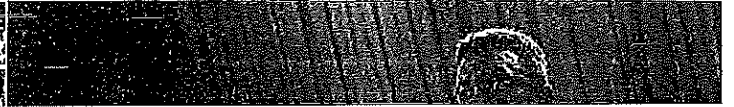
*guarantee your own*



**JOIN NAACP**

75 West 40th New York N.Y.

your local branch — one in every area of the city —  
consult your telephone book.



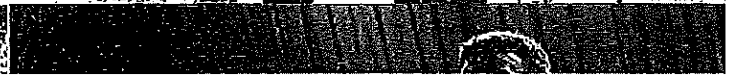
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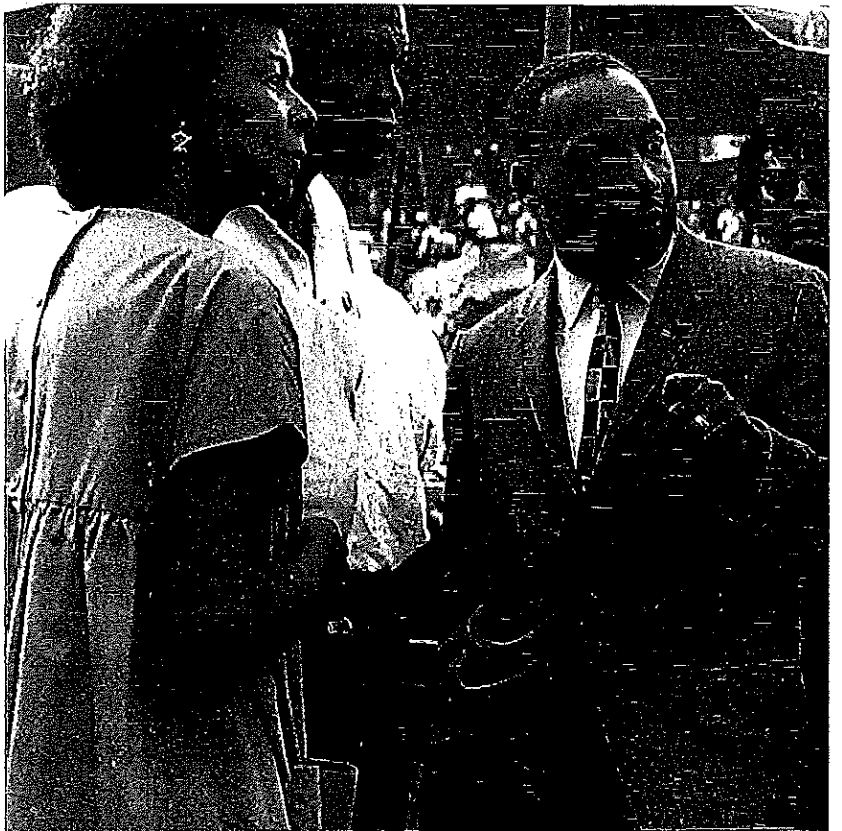
July 23, 1962, my father is inducted into the Baseball Hall of Fame, which honors some of the sport's greatest players. My mother, as always, is by his side. Election to the Hall of Fame isn't a popularity contest, like the All-Star Game is now, where admission is determined by the fans. Players are voted into the Hall of Fame by the men and women who study baseball players and write about them. Negro League players, however, went unrecognized until Satchel Paige was inducted into the Hall in 1971.



As children, our early experiences got us hooked on social activism. I will never forget the excitement of having Dr. Martin Luther King, Jr. (r.) visit our home for a fund-raising jazz concert for the civil rights movement. We also joined our parents in civil rights protest marches in Washington, D.C.



July 23, 1962, my father is inducted into the Baseball Hall of Fame, which honors some of the sport's greatest players. My mother, as always, is by his side. Election to the Hall of Fame isn't a popularity contest, like the All-Star Game is now, where admission is determined by the fans. Players are voted into the Hall of Fame by the men and women who study baseball players and write about them. Negro League players, however, went unrecognized until Satchel Paige was inducted into the Hall in 1971.



As children, our early experiences got us hooked on social activism. I will never forget the excitement of having Dr. Martin Luther King, Jr. (r.) visit our home for a fund-raising jazz concert for the civil rights movement. We also joined our parents in civil rights protest marches in Washington, D.C.

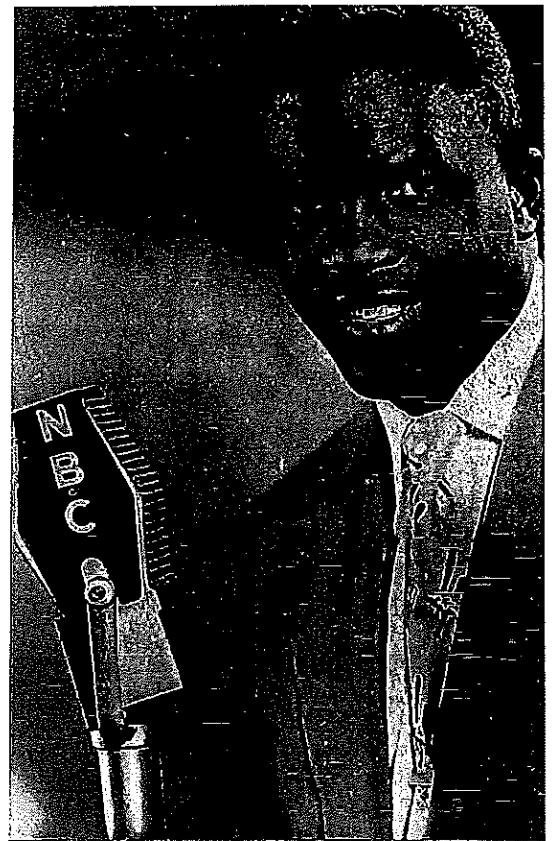
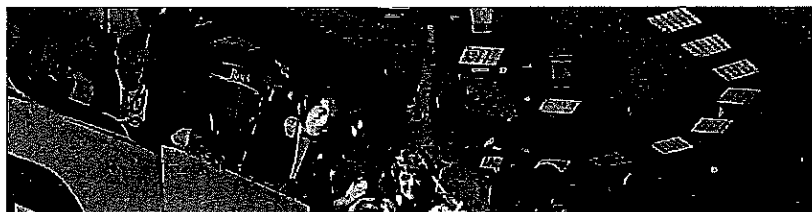
many others who had helped my parents throughout my dad's baseball career. Dad was the first African American inducted into the Hall. When he was presented with his plaque he spoke with such pride. I was so happy to be a part of this big day!

The following year, we hosted the first of many jazz concerts at our home to raise money for the civil rights movement. The 1963 concert was a fund-raiser for Dr. Martin Luther King, Jr.'s organization, the Southern Christian Leadership Committee (SCLC).

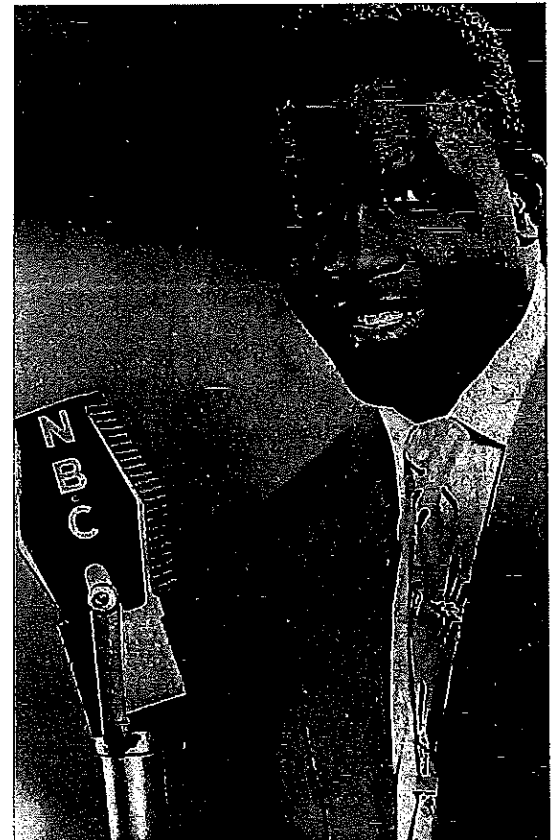


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*In addition to being a businessman, entrepreneur and activist, Dad was a radio commentator for NBC and several local stations. He also wrote newspaper columns. Dad loved to talk and debate issues.*



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*Mom, David, and I stood proudly beside Dad at the 1972 World Series. Dad's message was heard worldwide. My mom said, "Jack fought tirelessly for social justice and equality of opportunity for all people. He even ventured into hostile territory seeking to understand the complexity of issues dividing the United States. In doing so, there was always the risk of being rejected and misunderstood."*



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Despite our shock and pain over losing our beloved Jackie, we rallied as a family for what turned out to be our last year with Dad. That year was 1972. It was also the twenty-fifth anniversary of Dad's breaking the color barrier. In addition to special times together as a family, we celebrated Dad receiving a number of tributes. The final one took place on October 15, 1972. Dad threw out the first ceremonial pitch during the second game of the World Series in Cincinnati, Ohio. A record crowd was in attendance; an estimated 60 million people watched the ceremony on television.

All Major League Baseball teams were now fielding black, white, or Hispanic players, but the diversity stopped there. There were no nonwhite executives, managers or general managers in professional baseball. So, Dad felt it important that he use his last public address to remind us all that equality was an ongoing struggle. "I am extremely proud and pleased," Dad said in his World Series speech, "but I'm going to be more pleased and more proud when I look at

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*April 15, 1997. President Clinton (l.), my mother (c.) and Major League Baseball Commissioner Bud Selig (r.) celebrate the fiftieth anniversary of Dad breaking the color barrier.*

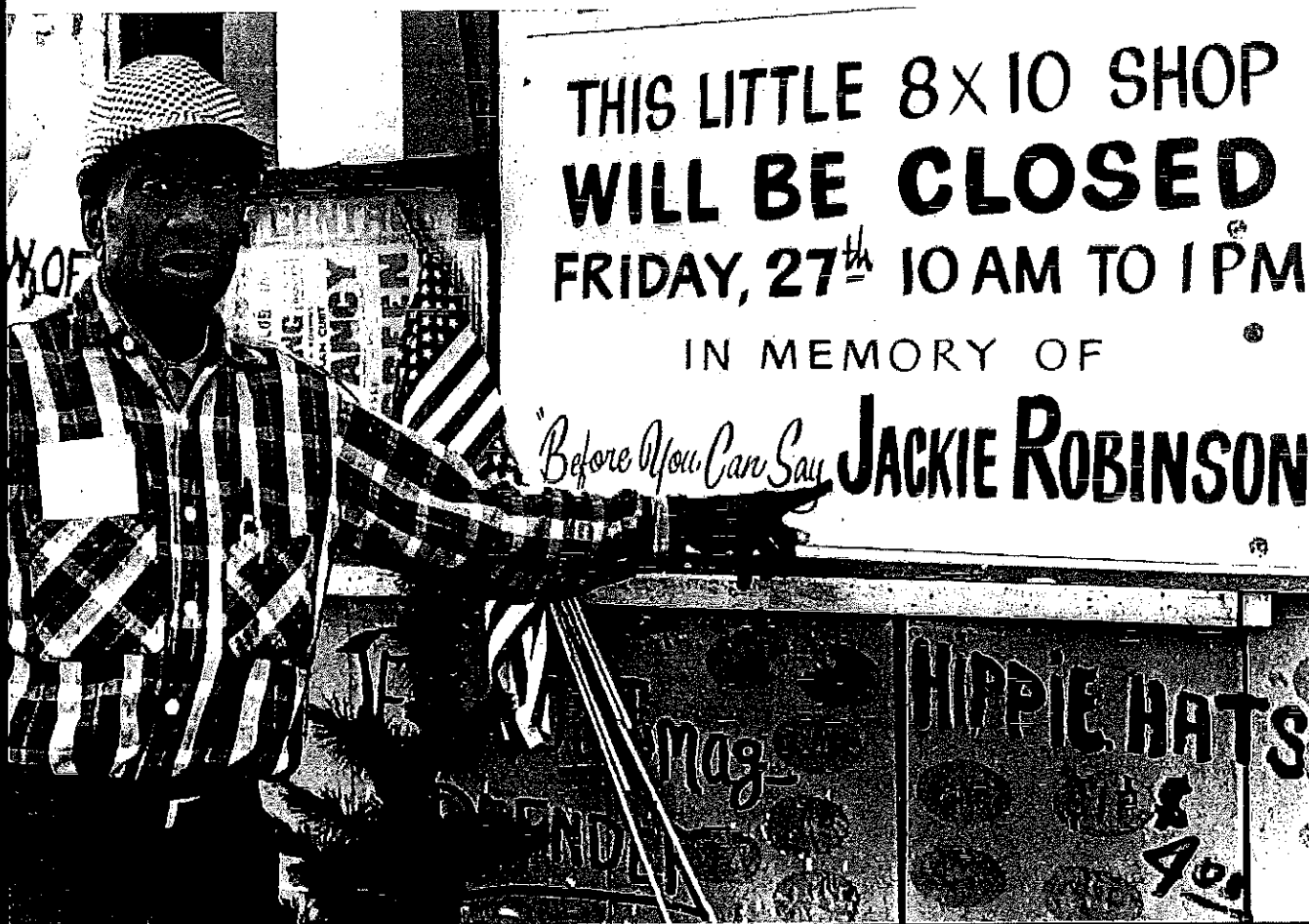


*April 15, 1997. President Clinton (l.), my mother (c.) and Major League Baseball Commissioner Bud Selig (r.) celebrate the fiftieth anniversary of Dad breaking the color barrier.*



# Jackie Robinson's Legacy

We buried my father on October 29, 1972. In his eulogy, the Reverend Jesse L. Jackson reminded us that "no grave could hold this man down." More than 2,500 mourners watched as six former athletes, Boston Celtic star Bill Russell and Dodger teammates Don Newcombe, Joe Black, Junior Gilliam, Pee Wee Reese, and Ralph Branca, carried my father's silver-blue coffin draped in red roses out of New York City's Riverside Church. After the service, people lined the streets to pay their final respects as Dad's casket passed through Harlem on its way to the Cypress Hills Cemetery in Brooklyn.



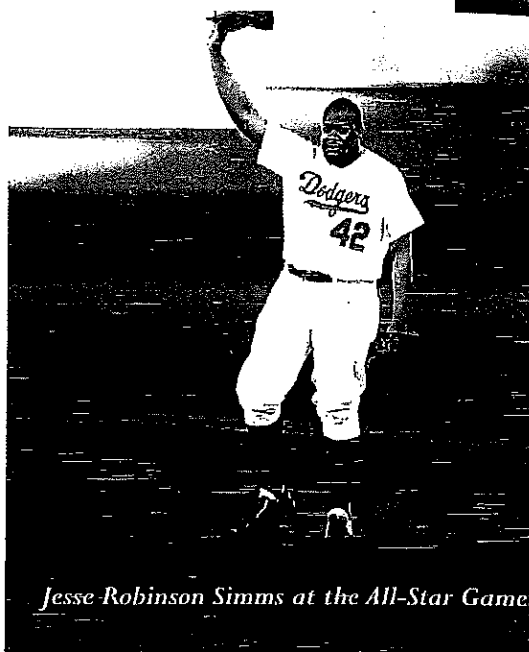
It was one of the saddest days of my life.

It took years for the pain and sense of loss to dull. But Dad would have expected us to stay in the game of life and to meet each challenge with strength and compassion. That's been my promise to him.

In 2002, my son Jesse helped pay tribute to my dad as part of Major League Baseball's Memorable Moments campaign. At the 73rd All-Star Game in Milwaukee, Wisconsin, my son reenacted my father's first moments as a major league player. Jesse, wearing a replica of my dad's famous number 42 Dodgers' uniform, stepped across first base, paused, hands resting on bent knees, eyes serious. At 24, he was five years younger than his grandfather had been when he broke baseball's color barrier. As the announcer played out the dramatization, he introduced my son to 43,000 cheering fans.

Mom and I sat proudly watching from the Baseball Commissioner's box as Jesse, who is two generations removed from the moment, accepted this profound yet brief connection to his grandfather. We'd raised my son with stories and pictures of my dad's achievement, but at the same time stressed the importance of defining life on your own terms. As we observed the confidence Jesse displayed that evening, we knew how far he'd come toward creating an identity separate and distinct from his grandfather.

And that's the challenge. It's taken me many years to understand and celebrate the fullness of my legacy. In achieving understanding, however, I've been both inspired and given a sense of direction that's enhanced who I am. At the same time, I've had the freedom to create a life of my own.



*Jesse Robinson Simms at the All-Star Game.*



*New York Yankee Derek Jeter (l.) is one of the many players who have joined me (r.) in Breaking Barriers. Through our work, we help children face obstacles in their lives.*

Each year, children across the United States select Jackie Robinson for their National History Day projects, and through their exploration of the man, they, too, adopt a piece of him into their lives. In Major League Baseball ballparks across the country, my father's number 42 is retired and proudly displayed along the outfield walls as a lifelong symbol of his legacy. Across the country there are organizations, programs, schools, parks, community centers, and other facilities that bear my father's name.

But perhaps our most significant family legacy is the Jackie Robinson Foundation. It was founded by Mom and several close friends in 1973, the year after Dad died. Through the Jackie

*Bill Cosby (c.) is a major contributor to the Jackie Robinson Foundation. Here he poses for a photo with Foundation students and alumni.*



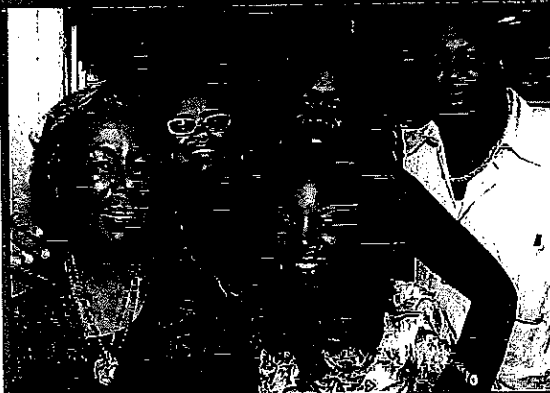


Robinson Foundation, we strengthen young people by providing education and leadership development opportunities with the expectation that the path selected by each student will include giving back to their communities. More than 30 years after his death, Jackie Robinson Foundation scholars remain a living tribute to my father. Today, a thousand graduates of the program are in the world making significant contributions in the fields of their choice. Each graduate is unique and special. Each understands that family and career are only part of their work as an adult. They've all been trained that volunteerism is a lifelong commitment and that they must remain engaged and active in an ever changing world.





*My brother, David, lives most of the year in Tanzania, East Africa, but his coffee farming business brings him to New York several times a year. He is married and the father of eight, so we're blessed with a large contingent of Robinson children of varying ages, personalities, and offerings.*



*Mom, David, and I continue to pass on the lessons we've learned about life to all our children, those born into the family and those embraced by the family. Over time, we've seen this commitment bear fruit in many ways.*

And so, the ranks of dedicated young leaders and followers committed to building a vibrant, productive, and richly diverse world are growing. The steps to forming such a society begins in childhood. It starts with making a promise to yourself, your family, and your community to be the best you can be so that when you're presented with the opportunity to lead, you'll be ready to assume your role.

Many years have passed since my father died. I still miss him terribly, but have found ways to continue to celebrate his life. Dad kept his promise to America. Yet the struggle for equality continues. It is my hope that future generations will embrace the challenges of a global society and find creative ways to challenge systems that are unjust.



*In 2001, Michael Jordan (l.) received our Robie Humanitarian Award.*



*Through their words and actions, my parents taught me the importance of keeping promises.*



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Division Problems

Write an equation for each problem. Solve each problem using a representation and show your solution clearly.

1

Joshua picked 11 apples, which he shared equally among his 3 friends and himself. How many apples did each person get?

2

There are 4 cups of flour. If 7 people are going to share the flour equally to do some baking, how much flour will each person get?

3

Tavon has 15 feet of fabric, which he wants to cut into equally-sized pieces to make 8 napkins. How many feet of fabric will he use for each napkin?

4

There are 4 granola bars to be shared equally among 9 students. How many granola bars will each student get?

5

20 gallons of water was shared equally among 6 families. How many gallons of water did each family get?



NAME \_\_\_\_\_

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## Division Problems with Fractions

Solve each problem. Show how you solved it.

1

A dog eats  $\frac{1}{2}$  of a cup of dog food per meal. How many meals are in a 6-cup bag of dog food?

2

Nora has 9 yards of ribbon. She needs  $\frac{1}{5}$  of a yard of ribbon to make one bow. How many bows can Nora make?

3

4 friends equally share  $\frac{1}{3}$  of a pan of brownies. How much of the whole pan of brownies does each friend get?

4

Martin has 6 yards of fabric, which he wants to use to make curtains. Each curtain will be  $\frac{3}{4}$  of a yard long. How many curtains can Martin make?

### NOTE

Students solve division problems with fractions.

**MAF.7.NF.1.4** Dividing a Whole Number by a Unit Fraction; Dividing a Fraction by a Whole Number



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Multiplying by Powers of 10

Solve the following sets of problems.

**1**

$8 \times 0.01 =$

$8 \times 0.1 =$

$8 \times 1 =$

$8 \times 10 =$

$8 \times 100 =$

**2**

$14 \times 0.01 =$

$14 \times 0.1 =$

$14 \times 1 =$

$14 \times 10 =$

$14 \times 100 =$

**3**

$25 \times 0.01 =$

$25 \times 0.1 =$

$25 \times 1 =$

$25 \times 10 =$

$25 \times 100 =$

**4**

$138 \times 0.01 =$

$138 \times 0.1 =$

$138 \times 1 =$

$138 \times 10 =$

$138 \times 100 =$

**5**

Look at the sets of problems above. Write three statements about what you notice, including any patterns you might see.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Money and Powers of 10

Charles is a cashier. When he was cashing out one day, he noticed something strange. All of the money in his cash register was either pennies, dimes, \$1 bills, \$10 bills, or \$100 bills! He also noticed there was the exact same number of each. This happened 3 days in a row.

**1**

Complete the table below. Write equations for Day 2 and Day 3. Then find the products. As you work, think about what patterns you notice.

	Day 1: 6 of each	Day 2: 18 of each	Day 3: 125 of each
Bills or Coins	Equation and Product	Equation and Product	Equation and Product
\$100 bills	$6 \times 100 =$	$18 \times 100 =$	
\$10 bills	$6 \times 10 =$		
\$1 bills	$6 \times 1 =$		
Dimes	$6 \times 0.1 =$		
Pennies	$6 \times 0.01 =$		

**2**

Look at the products in the table. What pattern(s) do you notice?

**NOTE**

Students solve multiplication problems involving decimals and powers of 10.

**WWW** Multiplying by Powers of 10



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Adding and Subtracting with Decimals

Solve each problem and show your solutions.

1

Zachary just got a new bike. On Wednesday, he rode 3.85 miles, on Thursday he rode 4.2 miles, and on Friday he rode 3.29 miles. How many miles did he ride in all?

2

$$2.67 + 5.286 = \underline{\hspace{2cm}}$$

3

Shandra's family is going to visit her grandparents. Her grandparents live 60.23 miles away. The family drove 38.5 miles before they stopped to get gas. How much farther do they have to drive?

4

It has been a rainy week. On Monday, it rained 4.2 inches, on Tuesday it rained 3.5 inches, and on Thursday it rained 5.12 inches. How many inches did it rain in all?

5

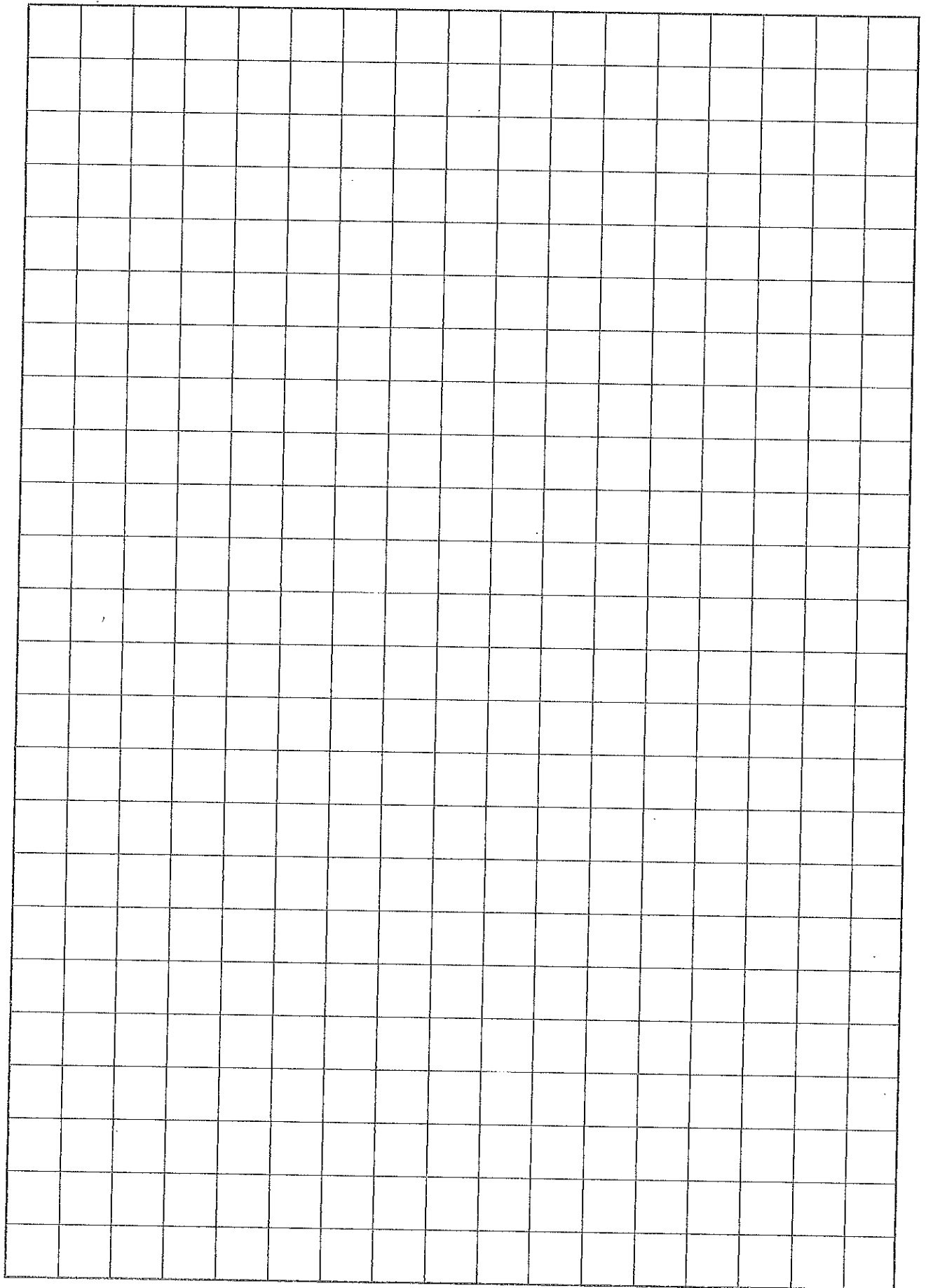
$$9.38 - 2.6 = \underline{\hspace{2cm}}$$

**NOTE**

Students solve addition and subtraction problems that involve decimals.

**MMW** Adding Decimals; Subtracting Decimals





NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 1 OF 2)

# Multiplying Decimals

In Problems 1–3, circle the correct answer and explain your thinking.

1

$19 \times 0.5 =$

0.95

9.5

95

2

$2.5 \times 7 =$

0.175

1.75

17.5

3

$120 \times 0.3 =$

3.6

36

360

Solve Problems 4–5 and show your work. Use estimation and number sense to determine the magnitude (size) of the answer.

4

Yumiko ran 0.35 mile a day for 9 days. How far did she run in 9 days?

5

A marathon is 26.2 miles. How far did Benito run if he completed 3 marathons?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 2 OF 2)

# Multiplying Decimals

Solve Problems 6–9 and show your work. Use estimation and number sense to determine the magnitude (size) of the answer.

**6**

$$0.8 \times 12 =$$

**7**

$$4.3 \times 4 =$$

**8**

$$185 \times 0.4 =$$

**9**

$$0.7 \times 8.4 =$$

**10**

Look at your work for Problems 4–9. How is multiplying with decimals the same as, or different from, multiplying with whole numbers?







NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Reasoning about Decimals

Use reasoning about multiplication and place value to solve these problems mentally. Circle the correct answer and explain your thinking.

1

$0.5 \times 45 =$

2.25

22.5

225

2

$92 \times 0.07 =$

6.44

64.4

644

3

$0.6 \times 248 =$

1.488

14.88

148.8

4

$0.38 \times 19 =$

0.722

7.22

72.2

5

$68 \times 0.24 =$

16.32

163.2

1,632

**NOTE**

Students use reasoning about multiplication and decimals to choose the correct product among a choice of three possibilities.

**MW** Multiplying Decimals



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Powers of 10 and Multiplication

Solve the following problems.

**1**

$4 \times 100 = \underline{\hspace{2cm}}$

**2**

$10 \times 16 = \underline{\hspace{2cm}}$

**3**

$925 \times 0.01 = \underline{\hspace{2cm}}$

**4**

$84 \times 0.1 = \underline{\hspace{2cm}}$

**5**

$27 \times 1 = \underline{\hspace{2cm}}$

**6**

$675 \times 10 = \underline{\hspace{2cm}}$

**7**

$19 \times 0.1 = \underline{\hspace{2cm}}$

**8**

$45 \times 0.01 = \underline{\hspace{2cm}}$

**9**

$0.01 \times 655 = \underline{\hspace{2cm}}$

**10**

$20 \times 100 = \underline{\hspace{2cm}}$

**NOTE**

Students solve multiplication problems involving powers of 10.

**MW** Multiplying by Powers of 10



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Buying School Supplies

Solve Problems 1–3 and show your work. Write an equation for each problem.

1

Lourdes buys 24 boxes of paper that cost \$16.00 each.  
What is the total cost?

2

Lourdes buys 24 notebooks that cost \$1.60 each.  
What is the total cost?

3

Lourdes buys 24 pencils that cost \$0.16 each. What is the total cost?

4

Look at your equations for Problems 1–3. Write three things you notice.





NAME \_\_\_\_\_

DATE \_\_\_\_\_

## A Strategy for Multiplying Decimals

In Problems 1–3, circle the correct answer and explain your thinking.

**1**

$1.56 \times 9 =$

1.404

14.04

140.4

**2**

$0.28 \times 48 =$

0.1344

1.344

13.44

**3**

$2.4 \times 1.5 =$

0.36

3.6

36

Solve Problems 4–8 and show your work.

**4**

$84 \times 0.25 = \underline{\hspace{2cm}}$

**5**

$6.4 \times 6.5 = \underline{\hspace{2cm}}$

**6**

$93 \times 0.08 = \underline{\hspace{2cm}}$

**7**

$1.3 \times 1.05 = \underline{\hspace{2cm}}$

**8**

A fourth grader asks you how to multiply when some of the numbers are decimals. What would you say? Write your strategy for multiplying decimals.



NAME \_\_\_\_\_

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## Decimal Multiplication

In Problems 1–8, the correct digits for each product are given. Place the decimal point in the correct place so that the equation is true.

1

$0.7 \times 61 = 427$

2

$53 \times 0.08 = 424$

3

$652 \times 0.3 = 1956$

4

$0.48 \times 32 = 1536$

5

$94 \times 0.25 = 2350$

6

$2.7 \times 56 = 1512$

7

$6 \times 21.4 = 1284$

8

$0.03 \times 14 = 42$

9

Choose one of the problems above. Explain how you knew where to place the decimal point.

### NOTE

Students use reasoning about multiplication and decimals to place the decimal point in the product of a whole number and a decimal. They solve these problems mentally.

**MW** Multiplying Decimals



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Adding and Subtracting Decimals Practice

Solve each problem and show how you solved it.

1

Joshua bought a variety of peppers at the market. He bought 2.35 pounds of red peppers, 3.2 pounds of green peppers, and 4.37 pounds of yellow peppers. How many pounds of peppers did he buy in all?

2

Mercedes is learning to knit. She has 6.37 meters of yarn. She wants to knit a heart that requires 1.5 meters of yarn. How much yarn will she have left after she knits the heart?

3

$$15.36 + 2.89 + 10.6 = \underline{\hspace{2cm}}$$

4

$$30.51 - 15.73 = \underline{\hspace{2cm}}$$

5

$$16.23 + 5.9 + 9.23 = \underline{\hspace{2cm}}$$

**NOTE**

Students solve addition and subtraction problems that involve decimals.

**WWW** Adding Decimals; Subtracting Decimals



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Animal Speeds

Solve the problems. Show your work.

1

If a sea otter swam 5.6 miles per hour for 1.5 hours, how many miles did the sea otter swim?

2

If a three-toed sloth moved 0.15 mile per hour for 7 hours, how far did it go?

3

If a humpback whale swam 16.8 miles per hour for 4.5 hours, how far did it swim?

4

If a garden snail moved 0.03 mile per hour for 3 hours, how far did it get?

5

If an American eel swam 2.4 miles per hour for 3.5 hours, how far did it swim?

6

If a great white shark swam 24.9 miles per hour for 8 hours, how far did it swim?



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## How Far?

Solve the problems. Show your work.

**1**

If a greyhound ran 39.4 miles per hour for 4 hours, how many miles did it run?

**2**

If a bluefin tuna swam 43.5 miles per hour for 7 hours, how many miles did it swim?

**3**

If a California sea lion moved 13.4 miles per hour for 3 hours, how far did it go?

**4**

If a tiger shark swam 19.9 miles per hour for 5 hours, how far did it swim?

**5**

If a spider moved 1.2 miles per hour for 2.5 hours, how far did it go?

**6**

If a striped marlin swam 50.3 miles per hour for 4.5 hours, how far did it swim?

### NOTE

Students solve problems involving multiplication of decimals.

**WWW** Multiplying Decimals



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Multiplication with Decimals

Solve each problem and show your work. Once you have your answer, remember to look back at the numbers in the problem to make certain your answer makes sense.

1

$0.6 \times 215 = \underline{\hspace{2cm}}$

2

$57 \times 0.35 = \underline{\hspace{2cm}}$

3

Lourdes rides to and from school each day. The round-trip distance is 2.6 miles. How far does she ride in 5 days?

4

Renaldo runs 0.88 mile each day. How far does he run in 7 days?

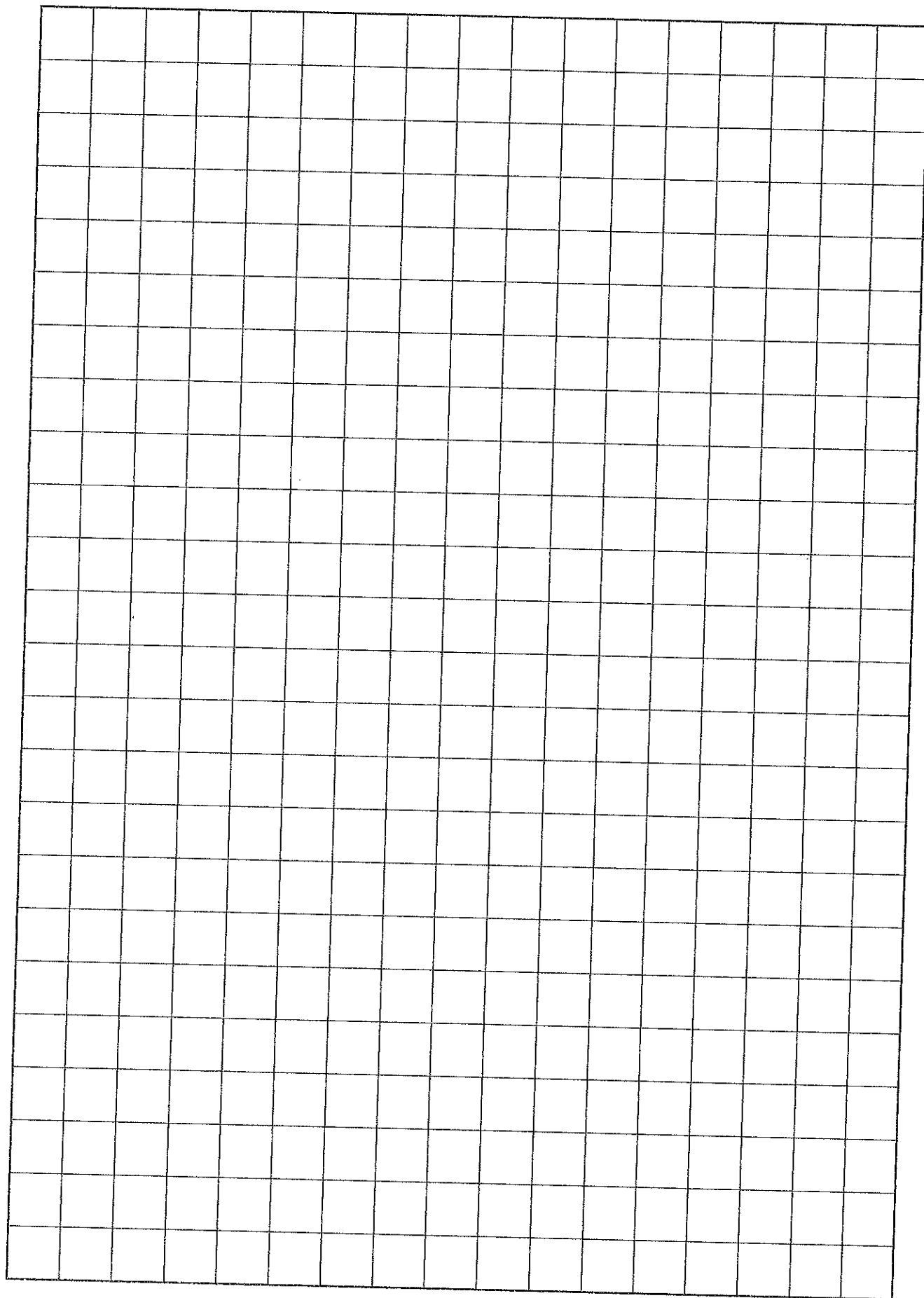
5

A cat eats 1.5 cans of cat food each day. How many cans of cat food does the cat eat in 14 days?

### NOTE

Students solve problems involving multiplication of decimals.

**MW** Multiplying Decimals



Spring 2020

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Science Work Packet

Earth & Sun

Grade 5



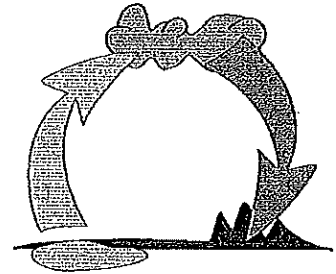
# LETTER TO FAMILY

*Cut here and paste onto school letterhead before making copies.*

## Science News

Dear Family,

We are about to begin a study of planetary systems. We'll start with Earth's star, the Sun, and use a variety of tools to observe and record its position in the sky. To orient our observations, we'll use a compass. And to monitor the Sun, we will use our shadows. While we use the language that the Sun rises in the east and sets in the west, we know that it really isn't the Sun moving but the rotation of Earth on its axis that makes it appear that the stationary Sun is moving across the sky.



We will be modeling the predictable pattern of the Sun as it travels across the sky during the day and during different seasons.

Then we will study the Moon, other planets, and stars. We will start as a class by observing the Moon during the day and follow that up with night-sky observations. As a bridge to what we have been studying in class, students will look for the Moon and other objects in the night sky when they are at home. To make night-sky observations, take your child outside at about the same time each evening (when it's dark) and observe the sky. Take a few minutes to enjoy the night sky together. Talk about what you see. For example, if it's cloudy, you won't see anything but clouds. If it's clear, you will see stars (you might want to point out a constellation or two), planets (points of light that appear larger and brighter than stars), and sometimes the Moon. Discuss the changes in the night sky from night to night, especially the changing appearance of the Moon, and where you see it in the sky. (You can use the Internet or local newspaper to find out when it rises.)

We will return to Earth to study our atmosphere and weather and learn about the weather variables that meteorologists use to measure the conditions of the atmosphere. We will be collecting local weather data from our class weather station and from nearby weather monitoring stations via the Internet. You can increase your child's interest in weather by asking him or her to talk about the science investigations. Keep track of the changes in weather together. Check out the weather maps in the daily newspaper or online, or watch the evening news for weather reports.

We will then turn our attention to heating Earth. We'll place containers of water and dry soil in the sunshine to find out if they heat up equally. We'll use the results of these experiments to consider how uneven heating of Earth's surface produces convection currents. These concepts come together in the water cycle, which continually renews the supply of fresh water. Finally, we'll develop the idea of climate and develop awareness of what is meant by climate change. And we will conduct experiments to design solar water heaters, sorting out the variables that influence the temperature and heating rate of a water-heating system.

Thanks for your help! You can get more information on this module by going to [www.FOSSweb.com](http://www.FOSSweb.com).

Sincerely,

<b>KNOW</b>	<b>WONDER</b>	<b>LEARN</b>
<p>What do know about the <b>earth</b> and <b>sun</b>?</p>	<p>What you want to know about the <b>earth</b> and <b>sun</b>?</p>	<p>What did you learn about the <b>earth</b> and <b>sun</b>?</p>

### Focus Question

How and why does your shadow change during the day?

Directions: Write what you know about the focus question. Do the shadow challenges on the next page.

## Shadow Challenges

1. Can you use your shadow hand to touch your shadow head?
2. Can you use your real hand to touch your shadow head?
3. Can you make your shadow very small?
4. Can you separate yourself from your shadow?
5. Can you touch your partner's shadow knee with your shadow hand?
6. Can you make your shadow disappear?
7. Can you slip into someone else's shadow?
8. Can you make your shadow shake hands with someone else's shadow?
9. Can you play shadow tag? Don't let another person step on your shadow.
10. Make up your own challenge.

Be sure to label your shadow drawing with your name and time of day it was drawn. What do you think your shadow will look like in 3–5 hours? Record your ideas in your notebook. Draw an outline.

Focus Question  
What causes day and night?

Directions: Write what you know about the focus question. Read the article on the next page.



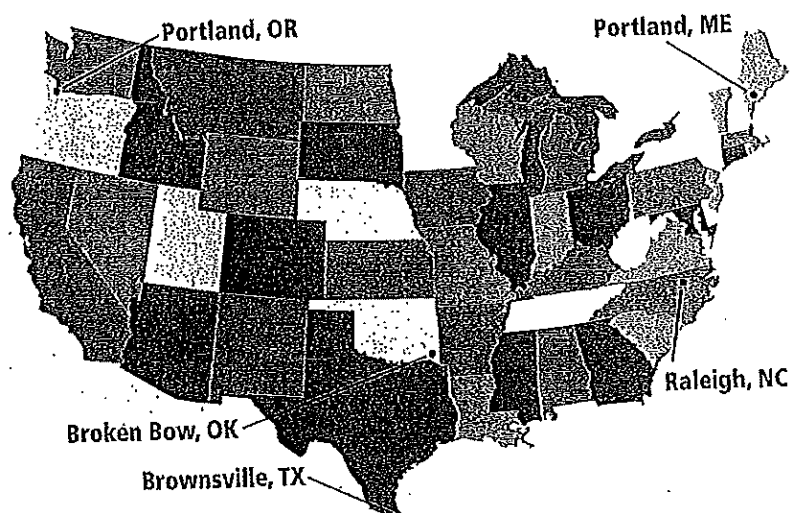
The Sun rising over a cornfield in Minnesota

## Sunrise and Sunset

**T**he Sun has just come up in this picture. It is sunrise. What direction are you looking?

The Sun always rises in the east. If you are in Portland, Maine, the Sun rises in the east. If you are in Portland, Oregon, the Sun rises in the east. If you are in Raleigh, North Carolina, the Sun rises in the east.

If you are in  
Brownsville,  
Texas, or Broken  
Bow, Oklahoma,  
the Sun rises  
in the east.  
Wherever you  
are on **Earth**,  
the Sun rises  
in the east.



In this picture, the Sun is just about to go down. It is sunset. What direction are you looking now?

That's right, you're looking west. The Sun always sets in the west. If you are in Portland, Maine, the Sun sets in the west. If you are in Portland, Oregon, the Sun sets in the west. If you are in Raleigh, North Carolina, the Sun sets in the west. If you are in Brownsville, Texas, or Broken Bow, Oklahoma, the Sun sets in the west. Wherever you are on Earth, the Sun sets in the west.

Every day the Sun rises in the east and sets in the west. To get from east to west, the Sun appears to slowly travel across the sky. In the early morning, when the Sun first comes up, it is touching the horizon in the east. At noon, the Sun is at its highest position in the sky. At sunset, the Sun is touching the horizon in the west. The Sun's position in the sky changes all day long.

#### **The Sun setting over the city of Boston, Massachusetts**





There is one thing you can depend on for sure. The Sun will come up tomorrow morning. And you can be sure it will come up in the east. When the Sun is in the sky, you can feel its warmth. At the end of the day, it will set in the west. You can count on it.

As the day goes along, it looks as though the Sun travels across the sky from east to west. During the morning, it rises higher and higher in the sky. At noon, it is at its highest position in the sky. From noon to sunset, the Sun continues to travel west. And it gets lower and lower in the sky. At sunset, the Sun disappears below the horizon in the west. Another day has passed. And tomorrow will be the same.





## Earth's Rotation

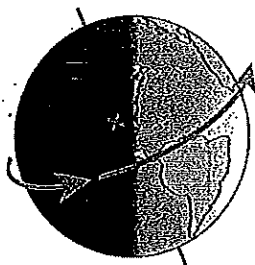
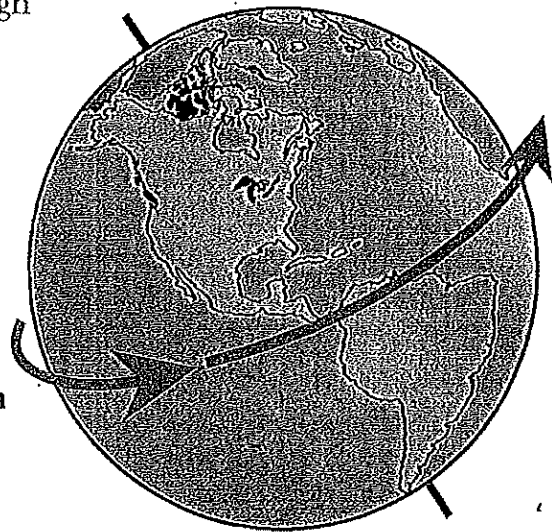
The Sun looks as though it moves across the sky. But it really doesn't. It is Earth that is moving. Here's how it works.

Earth is spinning like a top. It takes 1 day (24 hours) for Earth to **rotate** once. Because Earth is rotating, half of the time we are on the sunny side of Earth. We call the sunny side day. The other half of the time we are on the dark side of Earth. We call the dark side **night**.

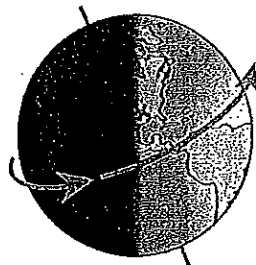
Imagine it's just before sunrise. You can't see the Sun because you are still on the dark side of Earth. But in 5 minutes, Earth will rotate just enough for you to see the Sun come over the horizon. That moment is sunrise.

Earth turns toward the east, the direction of the orange arrow. That means the first sunlight of the day will be in the east. And, of course, Earth keeps turning. You keep moving with it. In 4 or 5 hours, you have turned so far that the Sun is high over your head. And 5 hours after that, the Sun is low in the western sky. This is because Earth is moving in an eastward direction. It looks as though the Sun is moving across the sky in a westward direction. Finally, it is sunset. The Sun slips below the horizon in the west. It is dark again.

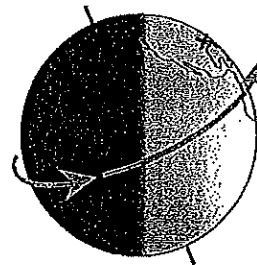
Earth turns toward the east.  
So the Sun seems to move from  
east to west across the sky.



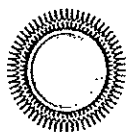
The x shows your position just before sunrise.



The x shows your position just after sunrise.



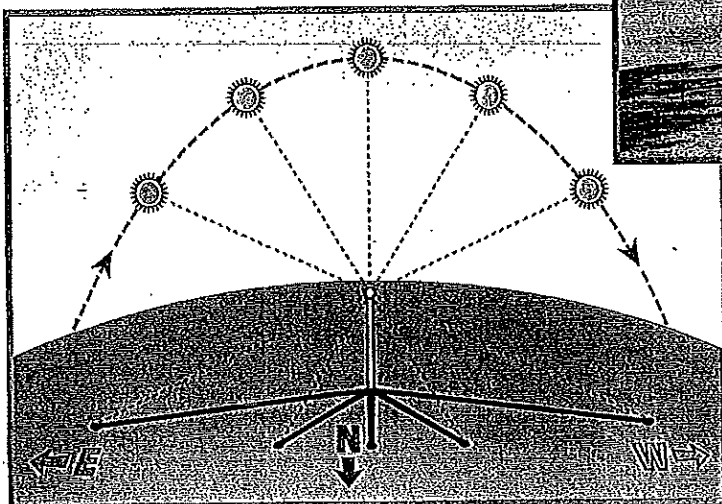
The x shows your position near noon.



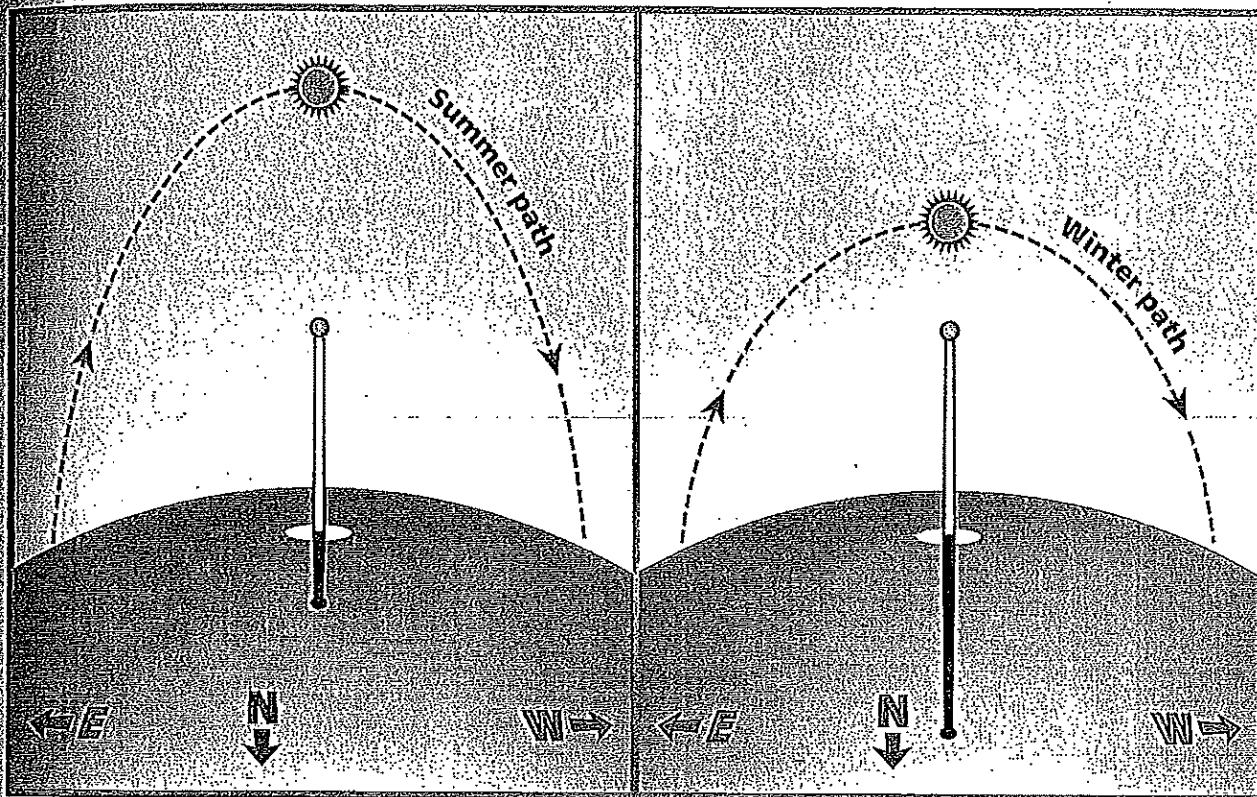
## Shadows

A shadow is the dark area behind an opaque object. It is created where an object blocks sunlight. A steel pole, like a flagpole, casts a shadow. The direction of the pole's shadow changes as the Sun's position changes. At noon, the Sun is highest in the sky. Noon is also when the flagpole's shadow is the shortest of the day.

We can watch the noon shadow to see how the Sun's position changes from season to season. The length of that shadow changes a little bit every day. Why does the length of the shadow change? It changes because the position of the Sun at noon changes a little bit every day.



The Sun's position changes all day from sunrise to sunset.



**The Sun's path through the sky is higher in summer.**

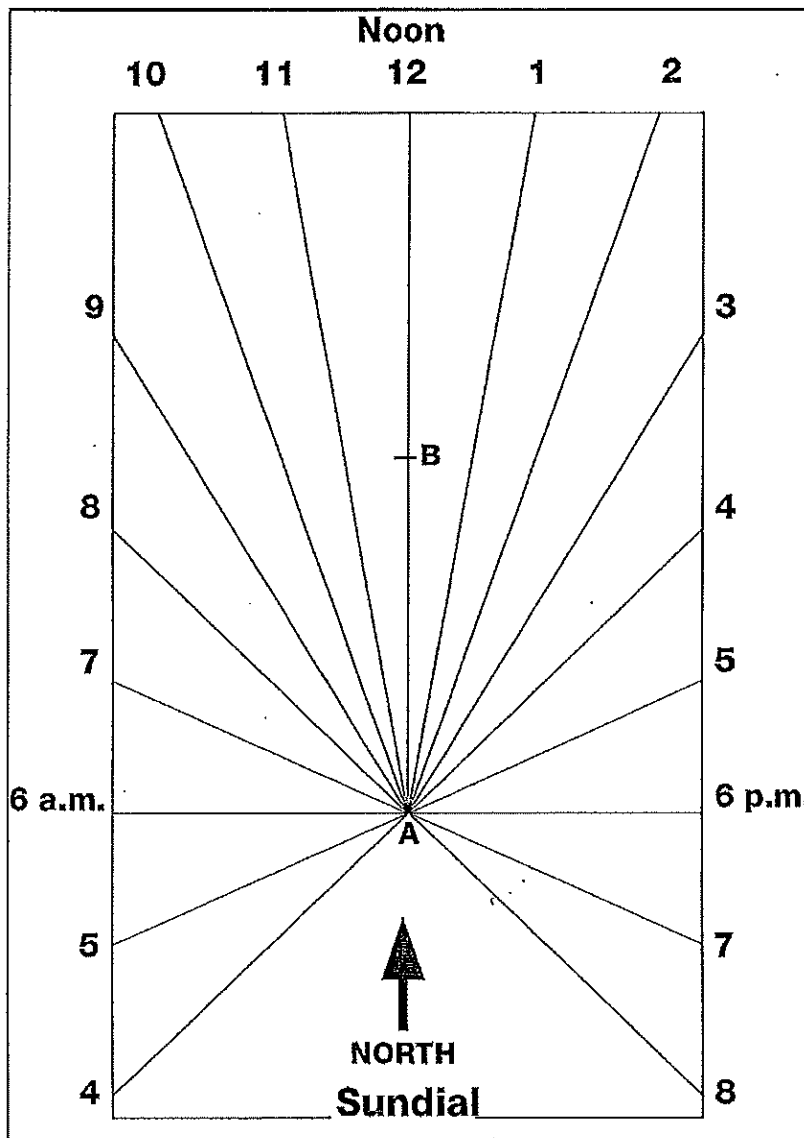
The pattern of change is predictable. In North America, the position of the noon Sun gets higher in the sky from December 21 to June 21. On June 21, the Sun is highest in the sky. That's also the day when the flagpole's shadow is the shortest of the year.

The position of the noon Sun gets lower in the sky each day between June 21 and December 21. On December 21, the noon Sun is lowest in the sky. That's also the day that the flagpole's shadow is the longest of the year.

The Sun's position in the sky changes in two ways. Every day the Sun rises in the east, appears to travel across the sky, and sets in the west. The other way the Sun's position changes is in its daily path. In summer, the Sun's path is high in the sky. In winter, the Sun's path is lower in the sky.

# HOME/SCHOOL CONNECTION

## Investigation 1: The Sun



### Sundial Pattern

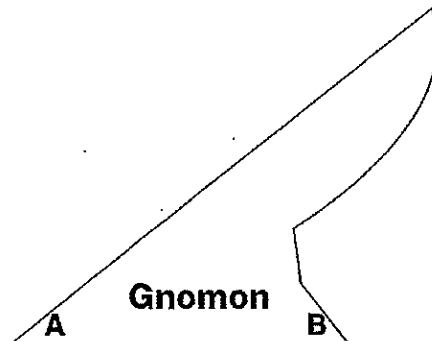
This sundial will work best at latitude 38° north, the latitude of San Francisco Bay. But the gnomon can be easily modified to fit your area. Find the latitude of your hometown. Then modify angle A on the gnomon to measure that angle.

### Materials

- Cardboard
- 1 Scissors
- 1 Protractor
- Glue
- Tape

### Directions

1. Glue the pattern to a piece of cardboard. Let it dry.
2. Cut out the sundial and the gnomon carefully.
3. Tape the gnomon to the sundial on the 12:00 line, matching angles A and B.
4. Place the sundial outside or in a sunny window. It must be level. Point the 12:00 line and the gnomon directly north. Adjust the sundial by comparing the time you see on the dial with the time on a clock and turning the sundial until the times match. The sundial will now tell time accurately.



NOTE: Sundials measure local apparent time, which depends on the position of the Sun in the sky. You will need to adjust the time you read on the sundial to get standard time. Check a reference to get the correction factors required to make this adjustment.

# MATH EXTENSION—PROBLEM OF THE WEEK

## Investigation 1: The Sun

A girl made a Sun tracker and measured the shadows on a day in late December. The table shows the data she collected.

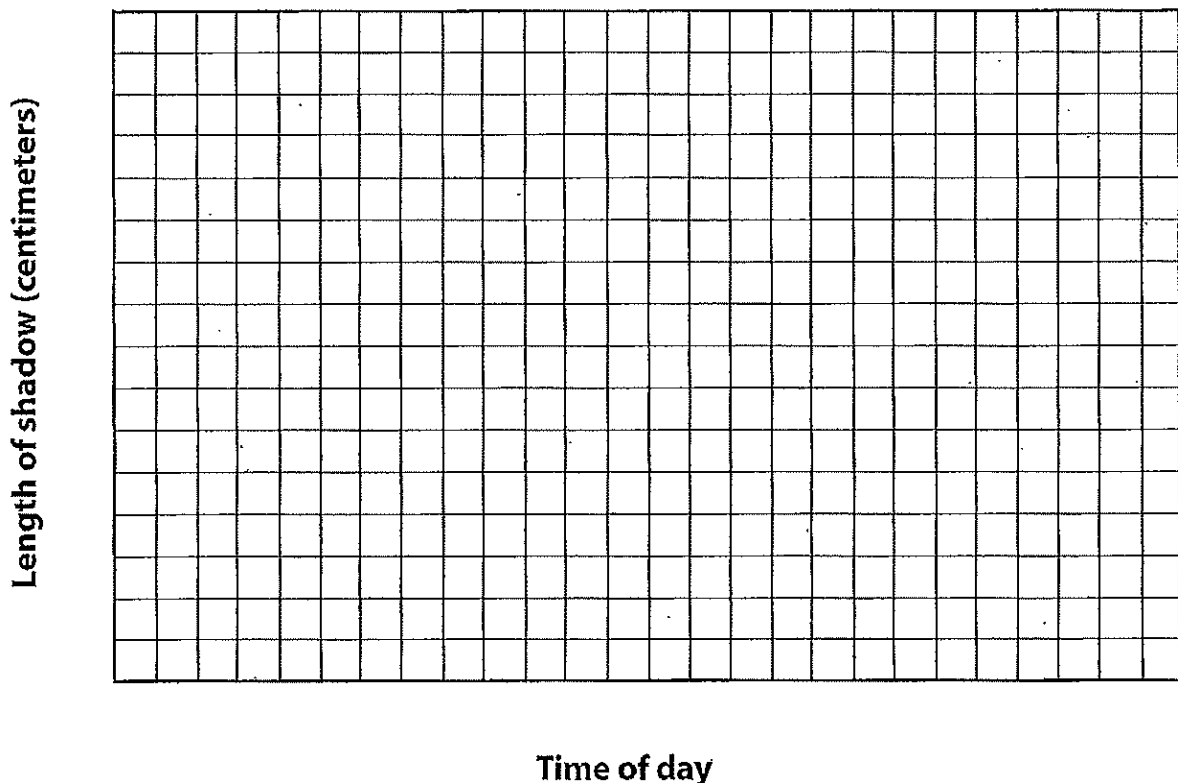
Time	Shadow length (cm)
9:30 a.m.	13.0
11:45 a.m.	8.0
12:30 p.m.	7.5
1:00 p.m.	8.2
1:45 p.m.	10.0
2:15 p.m.	12.0
3:30 p.m.	14.4

Create a graph, using her shadow measurements.

Use your graph to answer the questions below. Use the back of this sheet for your answers.

1. If the girl measured the shadow at 10:00 a.m., what would its length have been? How do you know?
2. If she measured the shadow at 4:00 p.m., what would its length have been? How do you know?
3. What problems, if any, do you see with her measurements?
4. A boy also set up a Sun tracker on the same day and measured a shadow 10 centimeters (cm) long at 12:00 noon. Could his measurement be correct? Why or why not?

### Graph of the Shadow Data



### Focus Question

How does the shape of the moon change over 4 weeks?

Directions: Draw or write your prediction below.  
Observe the moon each night for 1 month. Use the observation sheets in this packet.

# Night-Sky Log

Bring this sheet back to school on Friday morning.

**Monday**      Date \_\_\_\_\_ Time \_\_\_\_\_  
 Observations \_\_\_\_\_  
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**Tuesday**      Date \_\_\_\_\_ Time \_\_\_\_\_  
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**Wednesday**      Date \_\_\_\_\_ Time \_\_\_\_\_  
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**Thursday**      Date \_\_\_\_\_ Time \_\_\_\_\_  
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## Phases of the Moon


							
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The Moon orbits Earth during a 4-week lunar cycle. In each box, place the phase of the Moon we see from Earth during the cycle. Then name each phase.

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waxing gibbous, third quarter, full Moon, waning crescent, waxing crescent, new Moon, first quarter, waning gibbous

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waxing gibbous, third quarter, full Moon, waning crescent, waxing crescent, new Moon, first quarter, waning gibbous

### Focus Question

How do meteorologists measure and record weather variables?

Directions: Write a short weather report of today's weather. Answer the focus question.

Today's weather is....

Directions: Read "Weather Instruments" and complete the chart below.

Think Like a Meteorologist

Words and Phrases a Meteorologist Uses...
Tools a Meteorologist Uses...
Rules Meteorologists Follow...
Questions A Meteorologist Asks...

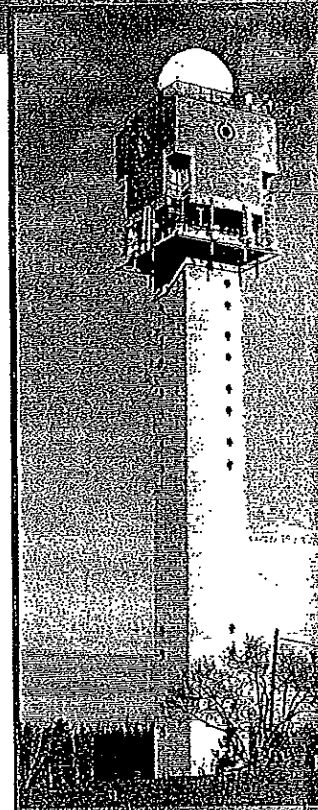
# Weather Instruments

**M**eteorologists are scientists who study weather. Weather is the condition of the air in an area. The conditions can change, so they are called weather variables. The most important weather variables to meteorologists are temperature, air pressure, humidity, and wind. Meteorologists use weather instruments to measure each variable.

## Temperature

Temperature is a measure of how hot the air is. Temperature is measured with a **thermometer**. There are many kinds of thermometers. The most common kind is a liquid thermometer. A liquid thermometer is a thin glass tube connected to a small bulb of liquid. As the liquid warms and cools, it expands and contracts. The height of the column of liquid in the tube changes in response to the temperature. By labeling the liquid tube to show temperatures, the meteorologist can read the temperature directly from the thermometer.

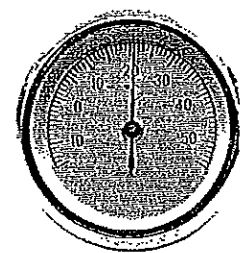
Metals also expand and contract in response to temperature change. Some thermometers use strips made of two different metals to detect temperature changes. These are called bimetallic thermometers. The two metals have different rates of expansion. One side of the strip expands more than the other as it heats up, and the strip bends. A pointer on the end of the bending strip points to the temperature.



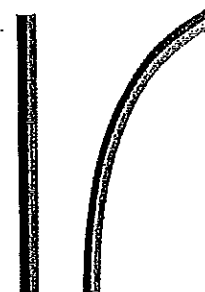
A weather tower with a weather station on top



A liquid thermometer



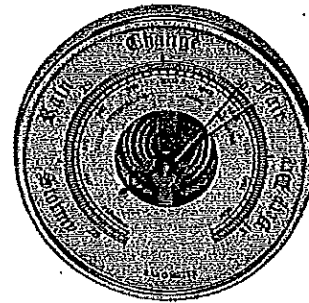
A bimetallic thermometer



cold hot

## Air Pressure

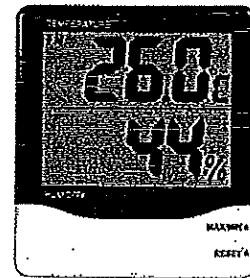
Air pressure is the force of air pushing on things around it. Air pressure changes with the density of the air. When air heats up, it becomes less dense; when it cools, it becomes more dense. The instrument that measures air pressure is called a **barometer**. Air pushes on a closed container, one side of which is attached to a dial in the barometer. The harder the air pushes, the higher the dial goes. The dial measures in units called millibars. Changes in air pressure mean that weather conditions will change. Falling air pressure means **rain** is coming. Rising air pressure means fair and dry weather is coming.



A barometer

## Humidity

Water vapor is water ( $H_2O$ ) in its gas state. As vapor, water can enter the air. The water vapor will eventually condense and form drops of water, which can fall as rain. Meteorologists measure humidity, the amount of water in the air, with instruments called **hygrometers**. Humidity is measured as a percentage.

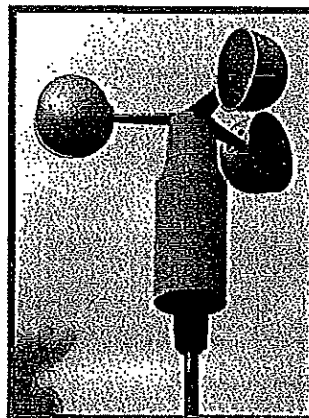


A hygrometer

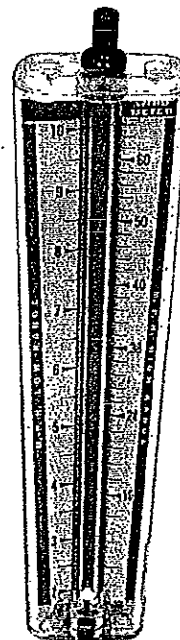
## Wind Speed

Moving air is called wind. Meteorologists are interested in how fast the wind is moving. To measure wind speed, meteorologists use **anemometers** and **wind meters**. An anemometer uses a rotating shaft with wind-catching cups attached at the top. The harder the wind blows, the faster the shaft rotates, and the faster the cups move through the air. The moving cups measure the wind speed.

A wind meter is an instrument with a small ball in a tube. When wind blows across the top of the tube, the flow of air up the tube lifts the ball. The harder the wind blows, the higher the ball rises. Both instruments are adjusted to report wind in miles per hour (mph) or kilometers (km) per hour.



An anemometer

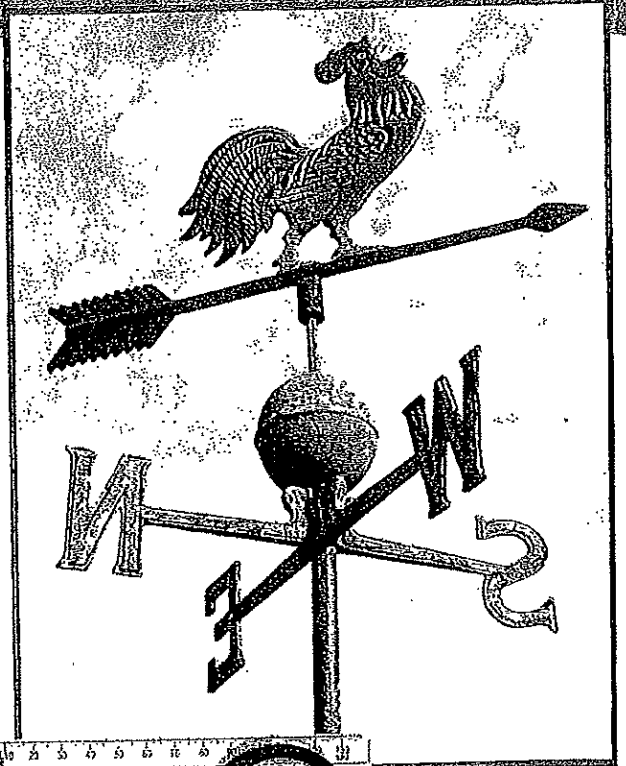


A wind meter

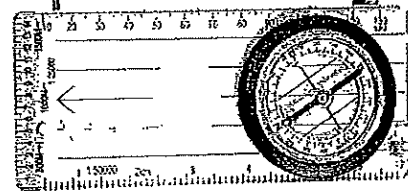


## Wind Direction

Meteorologists are also interested in the direction the wind is blowing. To determine wind direction, meteorologists use a **wind vane**. A wind vane is a shaft with an arrow point on one end and a broad paddle shape at the other end. When wind hits the paddle, it rotates the shaft so that the arrow points into the wind. Using a compass, the meteorologist determines the direction the shaft is pointing. Wind direction is the direction from which the wind is blowing. It is reported in compass directions, such as north or south.



A wind vane

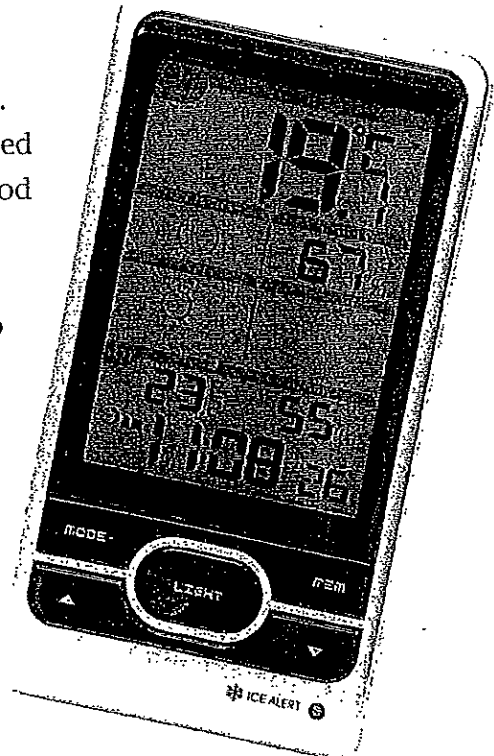


A compass

## Modern Weather Instruments

Meteorologists now use a combination of traditional weather instruments and computer-based digital weather instruments. Meteorologists get information from advanced electronic instruments that are placed in good locations for monitoring weather. Those instruments use radio transmitters (like those in cell phones) to send information to weather centers where meteorologists work.

This weather device for home use has electronic instruments inside for detecting and reporting temperature and humidity. Some models measure air pressure and are connected to anemometers to measure wind speed.



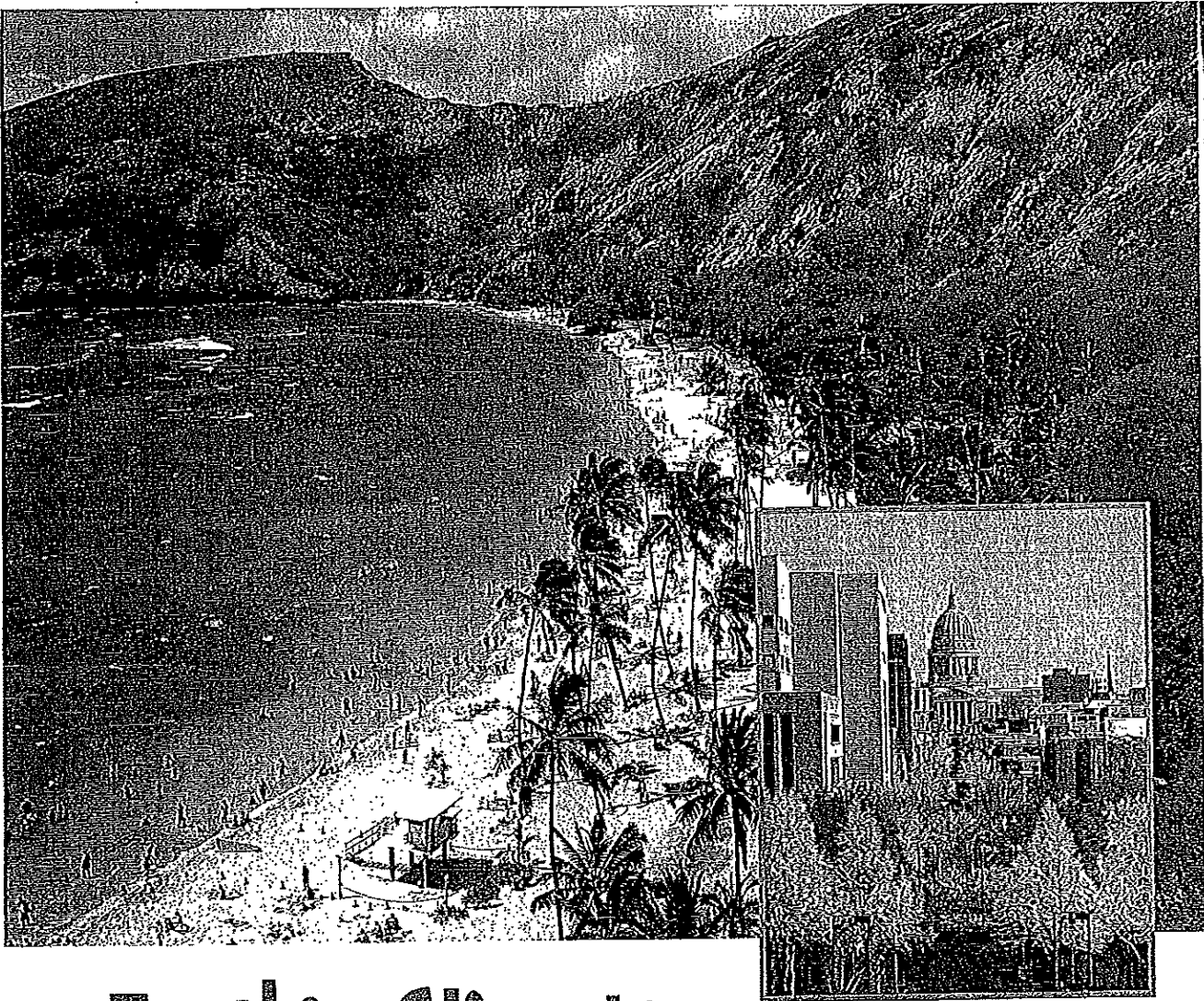
### Focus Question

What is the effect of sunlight on earth materials?

Directions: Answer the question. Design an experiment to find out what happens to water and soil in the sun and the shade.

### Focus Question

What is the difference between weather and climate?

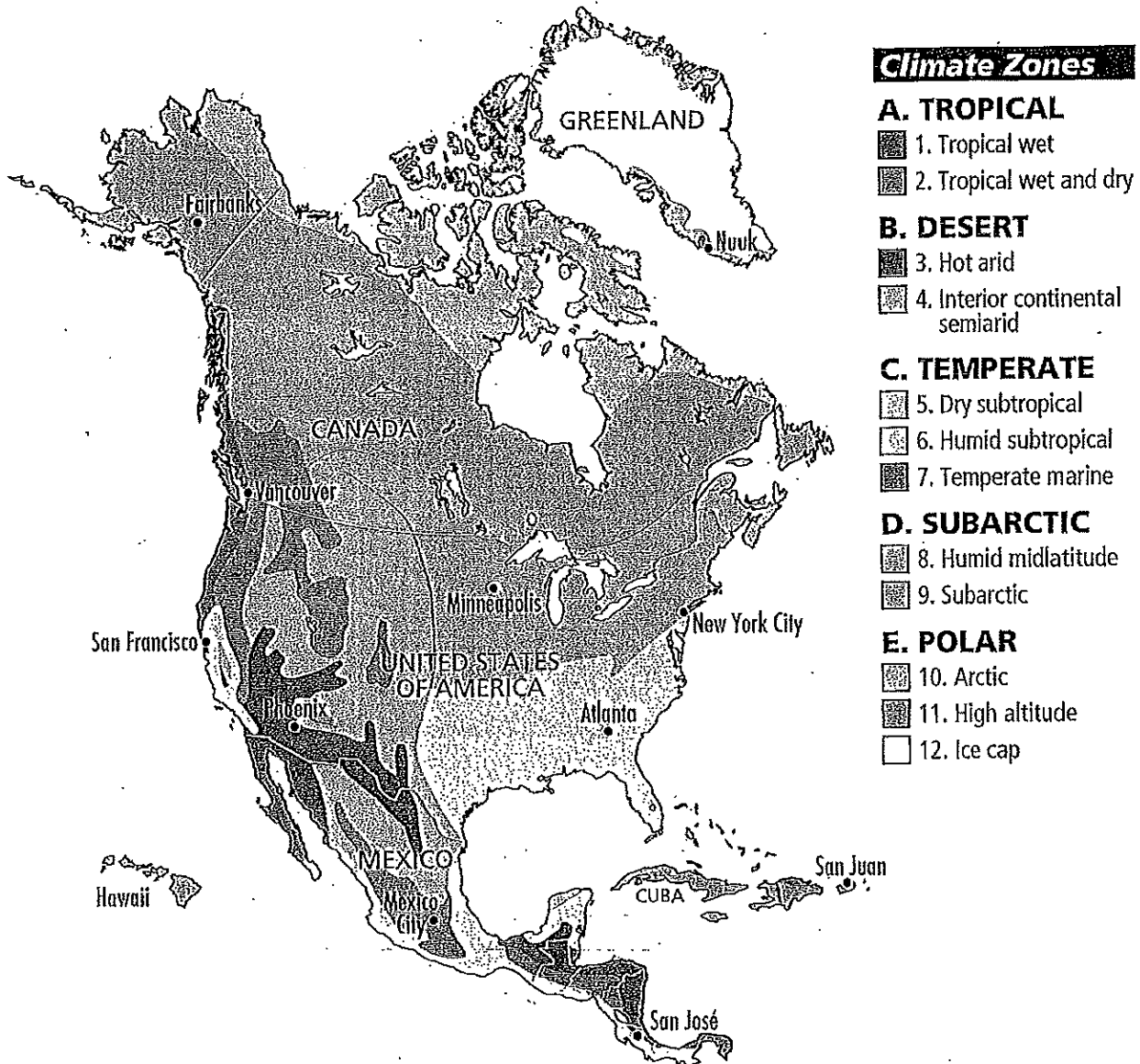


# Earth's Climates

**W**hat's the weather like today? What was it like last year on this same date? Probably just about the same. We can guess what the weather will be like tomorrow and next year at this time because weather tends to follow predictable patterns over long periods of time. The big patterns of weather define a region's climate. Climate describes the average or typical weather conditions in a region of the world. The climate in Hawaii is quite different from the climate in Wisconsin. The Hawaiian climate is warm, sunny, and pleasant all year long. The Wisconsin climate is freezing cold in the winter, and hot and humid during the summer.

There are about 12 general climate zones in North America. The two variables that are most important for determining a climate zone are the average temperature throughout the year and the amount of precipitation throughout the year.

This climate map shows the distribution of climate types in North America.

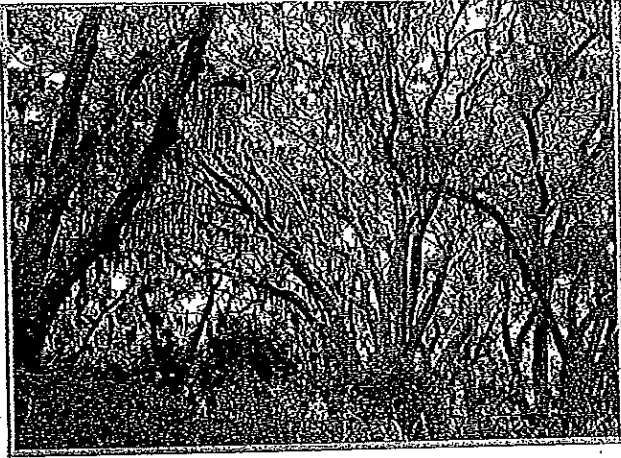


In the Midwest, you can be fairly sure that it will be cold and snowy in January and February and rainy during the summer each year. The same kind of weather will be experienced in Minnesota, Illinois, Connecticut, and Maine. The humid midlatitude climate zone includes the midwestern United States, New England, and the southern part of Canada. This climate zone supports huge diverse forests of deciduous and evergreen trees and all the animals that forests support.

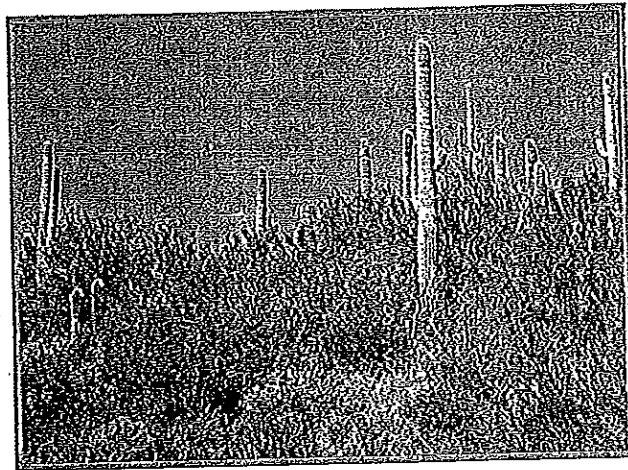
The weather in the southeastern United States is significantly different. Florida, Mississippi, and Louisiana rarely have snow in the winter, and the summers and springs are rainy, hot, and humid. The southern states fall into the humid subtropical climate zone. This zone supports large hardwood forests and many kind of vines.

The hot arid climate zone in the western United States has predictably warm, dry winters and very hot, dry summers. Arizona and parts of Nevada, Utah, and California are sunny and dry all year. Little rain falls during most of the year. During the summer the temperature can be very high, and thunderstorms can deliver heavy rains that can cause flash floods. The hot arid zone supports a wide diversity of drought-resistant plants, including cactus, mesquite, and yucca, and a host of burrowing and sun-loving animals.

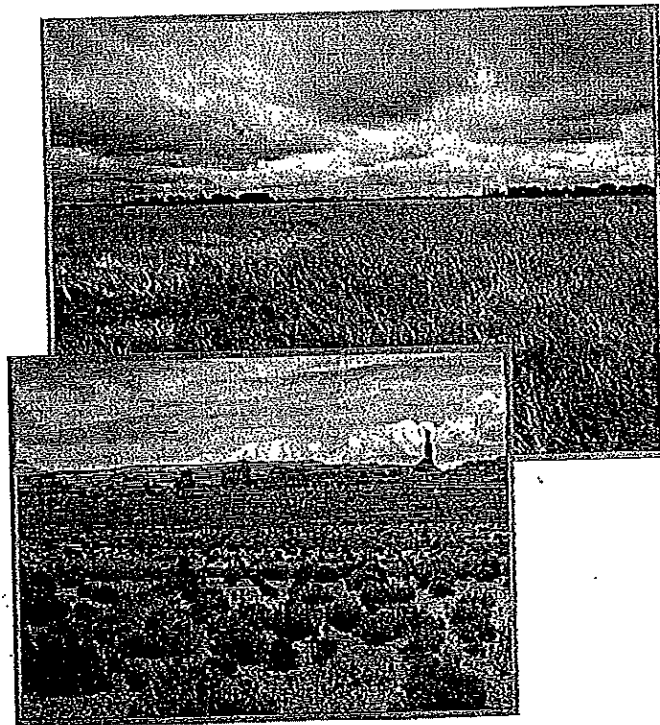
Four other climate zones occur in the west (see the climate map). The interior continental semiarid zone is characterized by warm spring and summer weather, cold winters, and summer thunderstorms with the possibility of tornadoes. The semiarid climate supports large expanses of sagebrush and huge grasslands. Land in the interior continental semiarid zone is often used by ranchers to graze livestock.



**Humid subtropical zone**



**Hot arid zone**

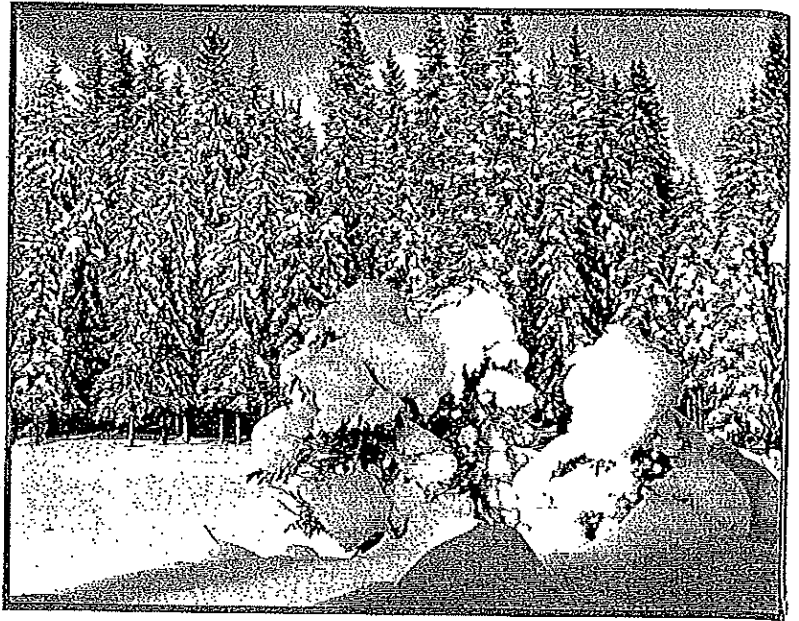


**Interior continental semiarid zone**

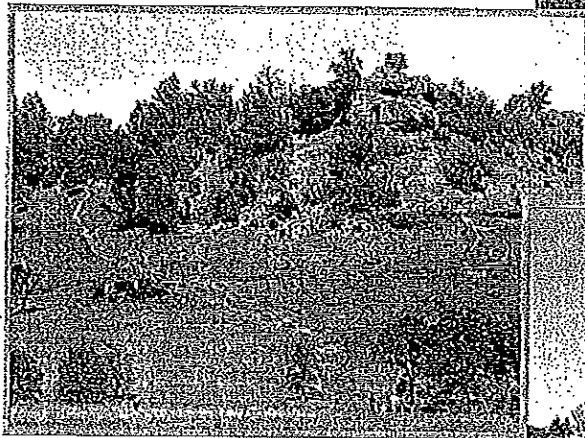


The high-altitude zone found high in the mountains supports large forests of evergreen trees and provides the right conditions for skiing and other winter sports requiring snow.

Weather in the dry subtropical zone is usually warm and rainy in the winter but hot and dry in the summer. The dry subtropical zone supports oak woodlands, chaparral, and a very diverse community of brush, grasses, and mixed forests. Dry subtropical climates are excellent for farming, fruit orchards, vegetable gardens, and raising livestock.



**High-altitude zone**



**Dry subtropical zone**



The temperate marine zone of the Pacific Northwest is cool and wet throughout the year. The climate is strongly influenced by the Pacific Ocean, which keeps the weather cool and moist. This climate zone is characterized by dense forests of large evergreen trees: redwood, fir, pine, and spruce. The moist forests are often home to ferns, mosses, lichens, and fungi. Winters are cool and rainy, while summers are cool and can be foggy and wet.

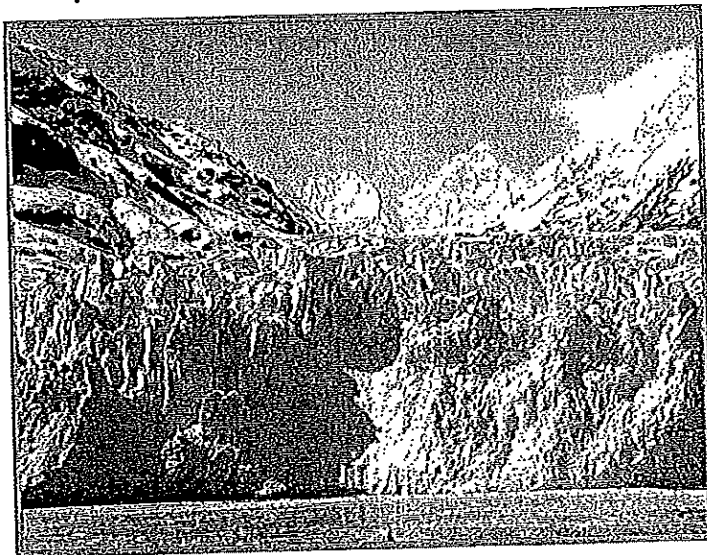
Two climate zones occur in Alaska. They are the subarctic and the arctic. The climate is extremely cold most of the year, with variable precipitation.

Hawaii has a tropical wet and dry climate, warm and sunny all year long with plenty of tropical rain in many parts of the islands.

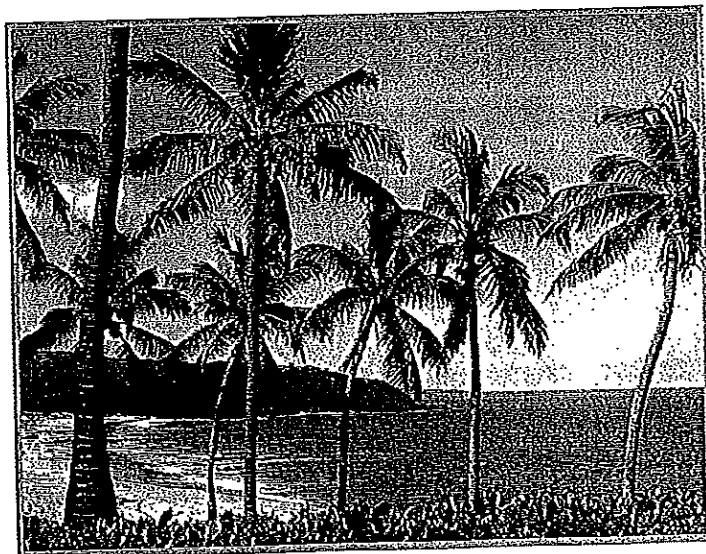
Climates vary widely across the country. Many states have only one kind of climate throughout, such as Michigan, Massachusetts, Alabama, and Florida. Other states have two or more kinds of climate. Look at Texas and California. How many climate zones do these states have? So when you are asked what the weather will be like in California, you have to know what part of the state, and what time of year.



**Temperate marine zone**



**Arctic zone**



**Tropical wet zone**



# HOME/SCHOOL CONNECTION

## Investigation 3: Earth's Atmosphere

1. Choose a weather source that will give you at least a 5-day forecast for your home area. Write your data source at the bottom of the page. Here are some suggested data sources.
  - TV news (List the channel at the bottom of the page.)
  - Daily newspaper (List the newspaper at the bottom of the page.)
  - Internet (Visit FOSSweb for a list of appropriate sites and list the one used.)
2. Record the 5-day forecast for your home area in the forecast table below.
3. Check with your source every day and record the actual weather.
4. Write about whether the forecast was true to the actual weather.

5-Day Weather Forecast						
Day	Temp. (°C)	Humidity (%)	Wind speed (km per hour)	Wind direction	Visibility (km)	Observable weather
1						
2						
3						
4						
5						

5-Day Actual Weather						
Day	Temp. (°C)	Humidity (%)	Wind speed (km per hour)	Wind direction	Visibility (km)	Observable weather
1						
2						
3						
4						
5						

## HOME/SCHOOL CONNECTION

### Investigation 5: Water Planet

People can use different energy sources to heat water for their homes. Often they use gas or electric water heaters. Some people use solar-energy collectors on their roofs to heat water for their home use.

What energy source does your family use to heat water?

---

The chart below shows the estimated cost per month for heating water for a home, depending on the number of people who live in the home.

Cost of a water heater, 160 liter, with insulation blanket		
Number of people in household	Electric water heater	Gas water heater
1	\$17.71	\$ 7.06
2	\$28.93	\$10.21
3	\$40.15	\$13.36
4	\$51.37	\$16.51
5	\$62.59	\$19.66
6	\$73.81	\$22.81
7	\$85.03	\$25.86
8	\$96.03	\$29.11

Ask to look at a copy of the utility bill for your home. Find the amount of gas and/or electricity your family used for a month and how much it cost. How do these amounts compare with the figures in the chart? How can you tell how much of the total utility cost is for heating water? If your family uses a solar water heater, how does the total bill compare?

Here are some ways your family might reduce hot-water use and conserve water in your home.

- Install low-flow showerheads and put aerators on the faucets.
- Put an insulating blanket on the water heater.
- Lower the thermostat on the water heater to 49°C.
- Wash clothes in warm or cold water, not hot.
- Fix leaky faucets and showerheads.

Check with your local utility company for more energy-saving tips and information about energy sources. List three more ideas for saving energy by cutting down on hot-water use. Write your ideas on the back of this sheet.

# Earth & Sun

3	Things I learned...
2	Questions I have...
1	Thing I am wondering about...



Grade(s): 3-5

Module: 2

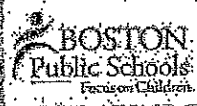
Topic: Women's History Month		
Day #1	Day #2	Day #3
<b>Essential Question:</b> What did women overcome in order to gain the right to vote?	<b>Essential Question:</b> What can I learn about accomplishments of people close to me?	<b>Essential Question:</b> How can stories of great women intrigue, surprise, and inspire me?
<b>Student Task(s):</b> Students should begin by reading the student version below on votes for women and then continue on the second document to make a suffrage sign.	<b>Student Task(s):</b> Interview an Important Woman! One great way for to learn about the accomplishments of women in your life is to conduct an interview. This template helps organize an interview with a grandma, aunt, or other important woman in your life and how they've made a difference.	<b>Student Task(s):</b> Students should select and watch three women's history videos and complete the worksheet which includes gathering additional information on one of the women. If students do not have access to video they should read the three included biographies and choose one to analyze.
<b>Linked Resources:</b>  <a href="#">Student Version Document 1</a>  <a href="#">Student Version Document 2</a>	<b>Linked Resources:</b>  <a href="#">Student Version Printable</a>  <a href="#">Student Version Google Doc</a>	<b>Linked Resources:</b>  <a href="#">Student Version Printable</a>  <a href="#">Student Version Google Doc</a>  <a href="#">Women's History Videos</a>  <a href="#">Bio 1 Print</a> , <a href="#">Bio 2 Print</a> , <a href="#">Bio 3 Print</a>

Looking for more to explore?

Check out the BPS History Department Website

<http://bit.ly/bps-history>

Questions? Email [BPShistory@bostonpublicschools.org](mailto:BPShistory@bostonpublicschools.org)



# History and Social Studies Department

Digital Open-Source Material		
Site	Description	Grade Span
<u>National Geographic Resource Library</u> <a href="https://www.nationalgeographic.org/education/resource-library">https://www.nationalgeographic.org/education/resource-library</a>	Encyclopedia entries within NG's network. Many of these are adaptable to different grade levels and all can be filtered by subjects and grades.	PreK-12
<u>Digital Public Library of America</u> <a href="https://dp.la/">https://dp.la/</a>	This on-line library contains searchable images, texts, videos, and sounds from across the world. It also has exhibitions and sets of primary sources to explore by topic.	6-12
<u>TedEd Videos</u> <a href="https://ed.ted.com/">https://ed.ted.com/</a>	TedEd videos are brief educational videos that feature comprehension and discussion questions about a variety of topics.	6-12
<u>Smithsonian Learning Lab</u>	Support deep, meaningful learning with an online universe of authentic resources and tools for making them your own.	6-12
<u>Library of Congress</u> <a href="https://www.loc.gov/">https://www.loc.gov/</a>	The Library of Congress collects, preserves & provides access to its universal collections. Students can access a litany of primary through this website. The <u>LOC Primary Source Analysis Tool</u> can help students effectively analyze primary sources.	9-12
<u>iCivics</u> <a href="https://www.icivics.org/">https://www.icivics.org/</a>	Series of games, learning packets, and activities around United States government and history.	3-12
<u>Newsela</u> <a href="https://newsela.com/">https://newsela.com/</a>	Current events content on Newsela has stories on a variety of present-day topics.	3-12
<u>Teaching Tolerance - Student Text Library</u> <a href="https://www.tolerance.org/classroom-resources/texts">https://www.tolerance.org/classroom-resources/texts</a>	This searchable library of short texts offers a diverse mix of stories and perspectives. This multigenre, multimedia collection (informational and literary nonfiction texts, literature, photographs, political cartoons, interviews, infographics and more).	6-12

Name: \_\_\_\_\_

## Votes for Women: 19th Amendment to the U.S. Constitution

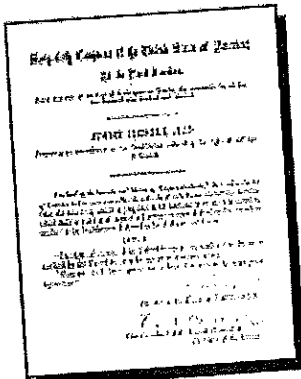
**W**hen written in 1789, the U.S. Constitution allowed the individual states to determine who could vote in elections. None of the states at that time allowed women to vote except New Jersey, and it revoked this right in 1807.

Women tried over the years to get the right to vote, but it was not until 1848 that a strong campaign for women's voting rights began. The movement has often been called the suffrage movement, based on the definition of suffrage, which means the right to vote in elections. Members of the women's suffrage movement became known as suffragettes.

The U.S. Civil War (1861-1865) slowed the suffrage movement. After the war, the U.S. ratified the Fourteenth Amendment to the Constitution. While the suffragettes had been hopeful that the amendment would be written to allow women to vote. However, that was not the case. Instead, in Section 2 the Fourteenth Amendment provides a penalty if a state denied any man the right to vote, but there was no penalty if women were denied the right. States continued to prohibit women from voting. Some territories, such as Wyoming and Utah, did allow women the vote, but the territories were not yet states.

The suffragettes brought several lawsuits in an attempt to gain their voting rights. The courts decided against them. In 1878 a constitutional amendment was introduced in Congress, but for decades it had little support and did not pass.

The suffragettes did not stop; they worked instead to change the laws in individual states. Beginning in 1910, state legislatures, especially those in western states, began granting women the right to vote. This gave the suffragettes the momentum they needed. While Congress rejected the constitutional amendment in 1914 and 1918, President Woodrow Wilson called a special session of Congress in late spring of 1919 to vote on the amendment. It passed.



The amendment was short:

*The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.*

*Congress shall have power to enforce this article by appropriate legislation.*

After passing Congress on June 4, 1919, the Nineteenth Amendment then had to be approved, or ratified, by two-thirds of the state legislatures. At that time there were 48 states, so 36 states had to approve the amendment. Some legislatures were not meeting, so it took some time to get enough states to ratify. On August 18, 1920, Tennessee became the 36th state to ratify the Nineteenth Amendment, so it became a law. Finally women were guaranteed the right to vote.

### Questions on the Nineteenth Amendment

1. What does ratify mean? \_\_\_\_\_
2. What state allowed women to vote in the 1700s? \_\_\_\_\_
3. How many states had to approve the amendment for it to become law? \_\_\_\_\_
4. What was a suffragette? \_\_\_\_\_
5. When did the Nineteenth Amendment become a law? \_\_\_\_\_



Name: \_\_\_\_\_

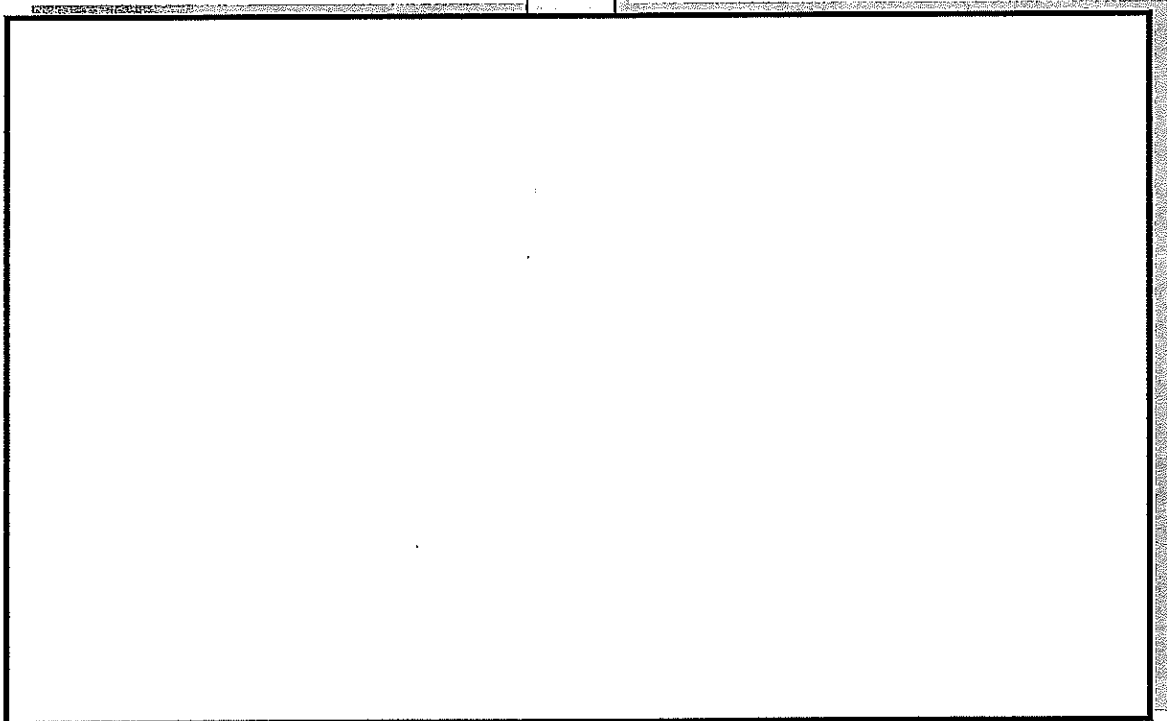
**Make  
a  
Suffrage  
Sign!**



*A suffrage parade*

Before 1920 women could not vote in U.S. elections and could not vote in many states. Some people, both women and men, thought this was not right. They began to work to convince the government to change the laws so women could vote everywhere in the country. The work of these people for women's rights was called the suffrage movement. Suffrage means the right to vote.

The women and men of the suffrage movement gave speeches and walked in parades to get the attention of the public. Pretend you are going to take part in a suffrage parade. In the space below, design a sign that you would carry in the parade. Remember, you would be working to get women the right to vote in elections!







# Meet \_\_\_\_\_

Place of Birth \_\_\_\_\_

Date of Birth \_\_\_\_\_

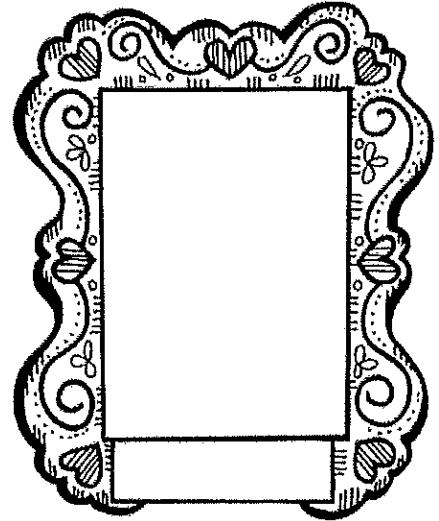
A Proud Accomplishment!

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Her Greatest Challenge

---

---

---

Why is she an excellent role model?

---

---

---

What can we learn from her? What is her message?

---

---

---

This special woman was researched by \_\_\_\_\_

Class \_\_\_\_\_





**Directions:** After researching *at least* five women in history, answer the questions below.

The women I researched were:

_____	_____
_____	_____
_____	_____
_____	_____

Which woman intrigued you the most? Why? How?

Which woman surprised you? Explain.

Which woman inspired you to do more research? What did you initially learn about her?  
What additional information did you learn about her?

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# BIOGRAPHY™



Photo: LIONEL  
BONAVENTUREAFP via Getty  
Images

#### NAME

Greta Thunberg

#### BIRTH DATE

January 3, 2003  
(age 17)

#### PLACE OF BIRTH

Stockholm,  
Sweden

#### ZODIAC SIGN

Capricorn

## Greta Thunberg Biography (2003–)

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UPDATED: DEC 12, 2019 • ORIGINAL: NOV 4, 2019

Greta Thunberg is a Swedish climate youth activist who has received worldwide recognition for her efforts to fight climate change.

### Who Is Greta Thunberg?

Greta Thunberg is a Swedish climate youth activist who sparked an international movement to fight climate change beginning in 2018. With the simple message "School strike for climate" handwritten on poster board, Thunberg began skipping school on Fridays and protesting outside the Swedish Parliament. Thanks to social media, her actions have spread and influenced millions of young people all over the world to organize and protest.

Launching "Fridays For Future," Thunberg and other concerned youths throughout Europe have continued to pressure leaders and lawmakers to act on climate change through their regular walkouts. Thunberg has also traveled the world, meeting with global leaders and speaking at assemblies to demand

climate solutions and a recommitment to the Paris Agreement. Recently diagnosed with Asperger's, the activist has publicly shared her views on her disorder, referring to it as her "superpower."

Thunberg was nominated for the Nobel Peace Prize in March 2019, and a few months later she became the youngest individual ever to be honored as *Time's* Person of the Year.

### Early Life

Thunberg was born on January 3, 2003, in Stockholm, Sweden. Thunberg began her climate activism at age 15. Thunberg was born and raised in an artistic family. Her mother, Malena Ernman, is an opera singer, and her father, Svante Thunberg, is an actor. She has a younger sister, Beata, who is a popular singer in Sweden. Like her sister, Beata has been open about her own challenges dealing with disorders like ADHD and OCD.

### Climate Activism

Thunberg was only eight when she first learned about the climate crisis. Since then, she has made efforts to lower her carbon footprint by not flying and becoming vegan and has influenced her family to do the same.

As the face of the climate youth movement, Thunberg has been invited to speak at numerous rallies including ones in Stockholm, London and Brussels. In December 2018, her speech at the United Nations COP24 in Katowice, Poland, went viral.

"You are not mature enough to tell it like is," she said at the summit, addressing the Secretary-General. "Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet."

### Cross-Atlantic Trip to the United States

Invited to speak at the UN Climate Action Summit in New York City, which took place in September 2019, Thunberg traveled across the Atlantic on a zero-emissions yacht, accompanied by her father and a supporting crew. Taking a little over two weeks, the yacht arrived in New York City on August 28th, and from there, Thunberg visited with President Barack Obama and later spoke before the House Foreign Affairs Committee and the House Select Committee in Washington D.C. on September 18th.

Known for her blunt speaking style, Thunberg barely spoke before the committees and instead pushed forward the latest UN report. "I don't want you to listen to me," she said. "I want you to listen to the scientists."

### Historical Climate-Change Protest in NYC

Two days later on September 20th, Thunberg walked with millions of protesters in New York City to demand climate action at the New York City Global Climate Strike. The demonstration became the largest climate protest in history with a total of 4 million people marching all over the world. The next day, she spoke at the UN Youth Climate Summit.

### United Nations Climate Action Summit, 'How Dare You' Speech

Although the world's eyes were already on the teen activist, her speech on September 21, 2019, at the United Nations Climate Action Summit brought headline news. Speaking before leaders, lawmakers and U.N. Secretary-General Antonio Guterres, Thunberg lambasted them with one of her most indignant speeches.

"You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing," she said. "We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!"

She added: "For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight... You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you."

Days later, Thunberg joined 15 other young climate activists to file an official complaint that five countries — Argentina, France, Germany, Brazil and Turkey — have not honored their Paris Agreement pledges and have therefore violated the UN Convention on the Rights of the Child treaty.

### President Trump's Response

Thunberg's "How Dare You" speech attracted so much attention that President Donald Trump, a vehement climate change denier, felt compelled to offer a mocking tweet: "She seems like a very happy young girl looking forward to a bright and wonderful future. So nice to see!" he wrote.

In response, Thunberg changed her Twitter bio temporarily, using Trump's language against him. Her profile read: "A very happy young girl looking forward to a bright and wonderful future."

### COP25

In December 2019, Thunberg was among the speakers at the UN Climate Change Conference (COP25) in Madrid, Spain. She also attended another major climate demonstration in the city, telling her fellow protesters, "The hope is not within the walls of COP25; the hope is out here with you."

## **Nobel Peace Prize Nomination**

In March 2019, Thunberg was nominated for the Nobel Peace Prize for her climate activism. However, she lost the award to Ethiopian Prime Minister Abiy Ahmed.

## **'Time' Person of the Year**

On December 11, 2019, Thunberg was named *Time* magazine's Person of the Year; a month shy of her 17th birthday, she became the youngest individual to earn the honor.

"Thunberg has become the biggest voice on the biggest issue facing the planet," wrote the *Time* editor-in-chief. "This was the year the climate crisis went from behind the curtain to center stage, from ambient political noise to squarely on the world's agenda, and no one did more to make that happen than Thunberg."

## **Future Plans**

Taking a year off of school to campaign for climate action, Thunberg plans to travel to Mexico, Canada and South America to meet with environmental activists and see firsthand the regions most affected by climate change.

## **Citation Information**

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November 4, 2019





# BIOGRAPHY



Photo: Andrew Burton/Getty Images

## NAME

Malala Yousafzai

## BIRTH DATE

July 12, 1997 (age 22)

## DID YOU KNOW?

Malala Yousafzai was only 11 years old when she blogged for the BBC about living in Pakistan while the Taliban was threatening to close girls' schools.

## DID YOU KNOW?

Malala Yousafzai became the youngest recipient of the Nobel Peace Prize, which she was awarded in 2014.

## PLACE OF BIRTH

Mingora, Pakistan

## FULL NAME

Malala Yousafzai

## Malala Yousafzai Biography

(1997–)

UPDATED: FEB 19, 2020 • ORIGINAL: MAR 29, 2018

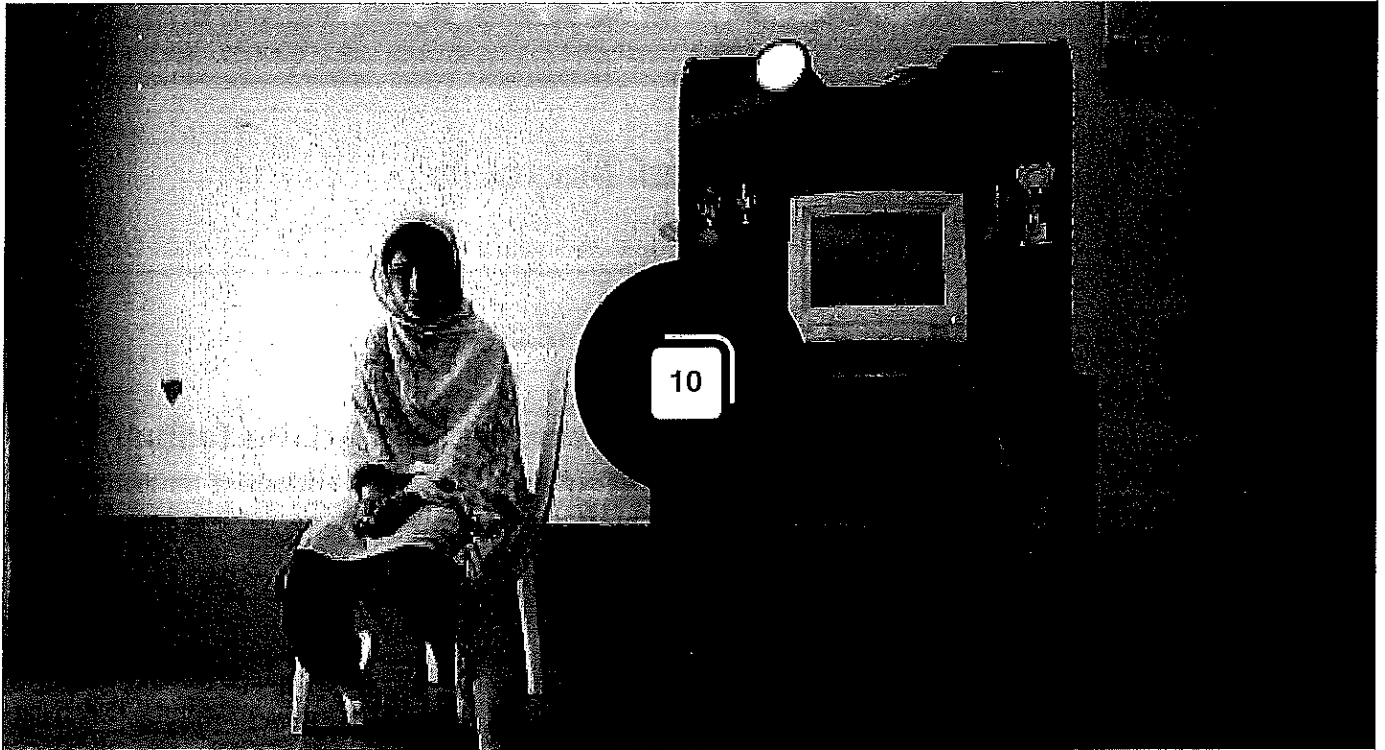
As a young girl, Malala Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. She was shot in the head by a Taliban gunman in 2012 but survived. In 2014, she became the youngest person to receive the Nobel Peace Prize.

### Who Is Malala Yousafzai?

Malala Yousafzai is a Pakistani education advocate who, at the age of 17 in 2014, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Yousafzai when she was traveling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book, *I Am Malala*.

### 10 Inspiring Quotes From Malala Yousafzai

ZODIAC SIGN  
Cancer



**GALLERY**

**10 IMAGES**

## Early Life

Yousafzai was born on July 12, 1997, in Mingora, Pakistan, located in the country's Swat Valley.

For the first few years of her life, Yousafzai's hometown remained a popular tourist spot that was known for its summer festivals. The area began to change as the Taliban tried to take control.

## Education Activist

Yousafzai attended a school that her father, educator Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Yousafzai gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How dare the Taliban take away my basic right to education?"

In early 2009, when she was just 11 years old, Yousafzai began blogging for the BBC about living under the Taliban's threats to deny her an education. In order to hide her identity, she used the name Gul Makai. However, she was revealed to be the BBC blogger in December of that year.

With a growing public platform, Yousafzai continued to speak out about her right, and the right of all women, to an education. Her activism resulted in a nomination for the International Children's Peace Prize in 2011. That same year, she was awarded Pakistan's National Youth Peace Prize.

Yousafzai and her family learned that the Taliban had issued a death threat against her because of her activism. Though Yousafzai was frightened for the safety of her father — an anti-Taliban activist — she and her family initially felt that the fundamentalist group would not actually harm a child.

## Shot by the Taliban

On October 9, 2012, when 15-year-old Yousafzai was riding a bus with friends on their way home from school, a masked gunman boarded the bus and demanded to know which girl was Yousafzai. When her friends looked toward Yousafzai, her location was given away. The gunman fired at her, hitting Malala in the left side of her head; the bullet then traveled down her neck. Two other girls were also injured in the attack.

The shooting left Yousafzai in critical condition, so she was flown to a military hospital in Peshawar. A portion of her skull was removed to treat her swelling brain. To receive further care, she was transferred to Birmingham, England.

Once she was in the United Kingdom, Yousafzai was taken out of a medically induced coma. Though she would require multiple surgeries—including repair of a facial nerve to fix the paralyzed left side of her face — she had suffered no major brain damage. In March 2013, she was able to begin attending school in Birmingham.

The shooting resulted in a massive outpouring of support for Yousafzai, which continued during her recovery. Unfortunately, the Taliban still considers Yousafzai a target, although Yousafzai remains a staunch advocate for the power of education.

## Speech at the U.N.

Nine months after being shot by the Taliban, Yousafzai gave a speech at the United Nations on her 16th birthday in 2013. Yousafzai highlighted her focus on education and women's rights, urging world leaders to change their policies.

Following the attack, Yousafzai said that “the terrorists thought that they would change our aims and stop our ambitions, but nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage were born.”

Yousafzai also urged action against illiteracy, poverty and terrorism:

“The extremists were, and they are, afraid of books and pens. The power of education frightens them. They are afraid of women... Let us pick up our books and pens. They are our most powerful weapons.”

## Malala Day

At Yousafzai's 2013 speech at the United Nations, Secretary-General Ban Ki-moon pronounced July 12th – Yousafzai's birthday – 'Malala Day' in honor of the young leader's activism to ensure education for all children. At the announcement, Ban said:

“Malala chose to mark her 16th birthday with the world. No child should have to die for going to school. Nowhere should teachers fear to teach or children fear to learn. Together, we can change the picture.”

## Awards

In October 2013, the European Parliament awarded Yousafzai the Sakharov Prize for Freedom of Thought in acknowledgment of her work. In October 2014, Yousafzai became the youngest person to receive the Nobel Peace Prize, at just 17 years old; she received the award along with Indian children's rights activist Kailash Satyarthi.

Yousafzai was first nominated for the Nobel in 2013 but did not win. She was renominated in March 2014. In congratulating Yousafzai, Pakistani Prime Minister Nawaz Sharif said: "She is (the) pride of Pakistan, she has made her countrymen proud. Her achievement is unparalleled and unequalled. Girls and boys of the world should take lead from her struggle and commitment." Former U.N. Secretary-General Ban Ki-moon described Yousafzai as "a brave and gentle advocate of peace who, through the simple act of going to school, became a global teacher."

In April 2017, United Nations Secretary-General Antonio Guterres appointed Yousafzai as a U.N. Messenger of Peace to promote girls education. The appointment is the highest honor given by the United Nations for an initial period of two years.

Yousafzai was also given honorary Canadian citizenship in April 2017. She is the sixth person and the youngest in the country's history to receive the honor.

### **DOWNLOAD BIOGRAPHY'S MALALA YOUSAFZAI FACT CARD**

## **The Malala Fund**

In 2013, Yousafzai and her father launched the Malala Fund, which works to ensure girls around the world have access to 12 years of free, safe, quality education. The fund prioritizes assistance to its Gulmakai Network — a reference to the pseudonym Yousafzai used when she wrote her BBC blog about life in Pakistan under Taliban rule. These countries, including Afghanistan, Brazil, India, Lebanon, Nigeria, Pakistan and Turkey, are where most girls miss out on secondary education.

For her 18th birthday, in July 2015, Yousafzai continued to take action on global education by opening a school for Syrian refugee girls in Lebanon. Its expenses covered by the Malala Fund, the school was designed to admit nearly 200 girls from the ages of 14 to 18. "Today on my first day as an adult, on behalf of the world's children, I demand of leaders we must invest in books instead of bullets," Yousafzai proclaimed in one of the school's classrooms.

That day, she wrote on [The Malala Fund website](#):

"The shocking truth is that world leaders have the money to fully fund primary AND secondary education around the world - but they are choosing to spend it on other things, like their military budgets. In fact, if the whole world stopped spending money on the military for just 8 days, we could have the \$39 billion still needed to provide 12 years of free, quality education to every child on the planet."

## **Return to Pakistan**

On March 29, 2018, Yousafzai returned to Pakistan for the first time since her brutal 2012 attack. Not long after arriving, she met with Prime Minister Shahid Khaqan Abbasi, and delivered an emotional speech at his office.

"In the last five years, I have always dreamed of coming back to my country," she said, adding, "I never wanted to leave."

Yousafzai also visited her former home and a military-run cadet college in Mingora during her four-day trip.

## Books

### 'I Am Malala'

*I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* is an autobiography by Malala Yousafzai released in October 2013. It became an international bestseller. The book was abridged in 2018 for young chapter book readers as *Malala: My Story of Standing Up for Girls' Rights*.

### 'Malala's Magic Pencil'

Yousafzai published a children's picture book about her life in October 2017. *Malala's Magic Pencil* introduces her childhood in Pakistan through a well-known TV show where a young boy uses his magic pencil to help people. In the book, the magic pencil instructs readers how to make the world a better place. "My voice became so powerful that the dangerous men tried to silence me. But they failed," Yousafzai writes.

### 'We Are Displaced'

Published in 2018, *We Are Displaced: My Journey and Stories from Refugee Girls Around the World* explores Yousafzai's story as well as the stories of girls she met in her travels to refugee camps in Colombia, Guatemala, Syria and Yemen.

## 'He Named Me Malala' Documentary

In October 2015, a documentary about Yousafzai's life was released. *HE NAMED ME MALALA*, directed by Davis Guggenheim (*An Inconvenient Truth*, *Waiting for Superman*), gave viewers an intimate look into the life of Yousafzai, her family, and her commitment to supporting education for girls around the world.

## College

Yousafzai began studying at Oxford University in 2017. She studies philosophy, politics and economics.

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# BIOGRAPHY



#### NAME

Marjory  
Stoneman  
Douglas

#### OCCUPATION

Journalist,  
Environmental  
Activist,  
Environmentalist

#### BIRTH DATE

April 7, 1890

#### DEATH DATE

May 14, 1998

#### PLACE OF BIRTH

Minneapolis,  
Minnesota

#### PLACE OF DEATH

Miami, Florida

## Marjory Stoneman Douglas Biography

Journalist, Environmental Activist, Environmentalist (1890-1998)

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Marjory Stoneman Douglas was a journalist and environmentalist who helped defend the Florida Everglades.

### Who Was Marjory Stoneman Douglas?

Marjory Stoneman Douglas was a journalist and a pioneering environmentalist who helped defend the Florida Everglades. As a young woman, she was a writer and editor at the *Miami Herald*, which her father helped to establish in 1910. She became known for work in nature conservancy after her 1947 book *Everglades: River of Grass* was published, but it was many years later, in 1969 at age 79, when she founded the Friends of the Everglades. She was not only an advocate for the environment but also for women's right to vote and for racial equality. In 1993, she received the Presidential Medal of Freedom.

### How Did Marjory Stoneman Douglas High School Get Its name?

Because Douglas was an influential leader in Florida, several buildings are named for her.

#### Stoneman Douglas High School Shooting

Marjory Stoneman Douglas High School, built in 1990, became nationally known on Feb. 14, 2018, when a 19-year-old gunman Nicholas Cruz opened fire in the school, killing 17. The school's surviving students became highly active in the fight for stricter gun-control laws, and the outrage marked a turning point on the issue: Several national retailers raised the age minimum for buying guns in response to the shooting and the students' advocacy. Additionally, two national protests took shape: On March 14th, students across the country have planned the National School Walkout, and the March for Our Lives rally in Washington D.C. is set for March 24th.

Also named for Douglas is an elementary school in Miami and a Florida Department of Environmental Protection building in Tallahassee. The Marjory Stoneman Douglas Biscayne Nature Center on Key Biscayne is an education project of the Miami-Dade County's schools and parks departments and a non-profit community group.

### Saving the Florida Everglades, the 'River of Grass'



Douglas had been a reporter and editor for years when she was asked to write a book series on America's rivers. The publisher asked her to write about the Miami River, but she pointed out that wouldn't be a compelling read: "It's only about an inch long," she said, according to her account in her autobiography.

Instead, she proposed writing about the Everglades, the 1.5 million acres of wetlands that include the flow of freshwater from Lake Okeechobee to the Florida Bay and the Ten Thousand Islands. In her early research, she asked the state's hydrologist: "Do you think I could get away with calling it the river of grass?"

The phrase was coined, and about five years later it was used for the title of *The Everglades: River Of Grass*, published in 1947.

## Protecting the Wilderness

Coincidentally, the Everglades National Park was also dedicated in 1947. That designation was about 25 years in the making, according to Douglas, who was on a committee to support it. And it was a hard-won fight, she wrote in her autobiography: "There was no organized environmental movement until the late 1960s, and little understanding of what ecology is about. Back in the 1920s, a few of us sensed that water was the key to the health of the Everglades, so perhaps we were untutored environmentalists even then."

One of the challenges to appreciating the area's water flow, as well as the plants and wildlife that depend on it, is that the area is not easy to access or accommodating to visitors.

"To be a friend of the everglades," Douglas wrote, "is not necessarily to spend time wandering around out there. It's too buggy, too wet, too generally inhospitable for camping or hiking or the other outdoors activities which naturalists in other places can routinely enjoy."

To eager developers, the area can appear to be empty marshlands, thus prime territory for draining and building on. Over the years, several building projects were attempted, on areas outside official parkland, and in the late 1960s a jetport was proposed. In 1969, Douglas, nearly 80 years old, was asked to lead an effort against it, and so she formed Friends of the Everglades. She began touring the area, giving speeches and signing up new members. After about a year, the group had 500 members, then 1,000 after two years, she wrote, "later 3,000 members from 38 states."

After the jetport project was stopped, the Friends of the Everglades continued on to protect the state of water in the area. It is still active today with a stated mission "to preserve, protect, and restore the only Everglades in the world."

## Facts, Early Life and Accomplishments

Born in Minnesota on April 7, 1890, Douglas grew up in Massachusetts and lived with her mother after her parents' divorce. She graduated from Wellesley College, then married a con man who attempted to scheme her father out of money. That ploy brought her father back to her life, and after her divorce, she moved to Florida to live with her father and his wife.

Her father had founded a newspaper that was later bought and renamed the *Miami Herald*, where Marjory's first job was as society editor. She later had her own column called "The Galley," in which she included her own poetry. She later wrote articles for many publications, as well as fiction and plays.

During World War I, she joined the American Red Cross and served in Europe, writing reports of her team's work.

In her later life, she received numerous honorary degrees and awards, notably the Presidential Medal of Freedom. She was inducted into the Florida Women's Hall of Fame in 1986 and the National Wildlife Federation in 1999. Her home in Miami's Coconut Grove neighborhood was designated in 2015 as a National Historic Landmark.

## Citation Information