



Suggested Civics for All Lessons to pair with the *Jackie's Legacy, Your Leadership* field trip

General

- **Discussion Questions** – Augment or adjust the [pre-visit discussion questions](#) to reflect your civics curriculum:
 - *What civic ideals or values do you think Jackie Robinson represents? Did your ideas change after the Museum visit?*
 - *Use the [Timeline and Learning Guide](#) to identify at least three examples of how Jackie Robinson was an engaged citizen. What strategies or actions did he use in those examples?*

Grade 2

- **American Ideals**
 - **PRE-VISIT Lesson 9: Core American Values** – Students interpret and connect core American values to themselves and their community. (Part 1, p. 107) *Concepts introduced in this lesson will come up during the field trip in the context of understanding the past (i.e. equality, diversity) and understanding Jackie Robinson's core values or traits as a leader (i.e. bravery, responsibility).*
- **Rights and Responsibilities**
 - **PRE-VISIT Lesson 1: Fairness** – Students learn how to define what is fair and work together to create fair rules. (Part 1, p. 129) *The concept of fairness will come up in the context of unfair rules and laws during Jackie Robinson's life that put African Americans at a disadvantage based on the color of their skin.*
- **Role of the Government**
 - **PRE-VISIT or POST-VISIT Lesson 3: Leaders' Roles and Responsibilities** – Students write letters to understand that communities have leaders who have different roles and responsibilities. (Part 2, p. 23) *In a pre-visit context, use this lesson to introduce the concept of leadership and specific leadership roles associated with our government. In a post-visit context, build on students' "Speak Out" commitment by identifying a leader whose responsibilities align with their topic area and have students write a letter addressing the change that they want to see.*

- **PRE-VISIT Lesson 4: What Makes a Good Leader?** – Students examine leadership traits in community and government leaders. (Part 2, p. 31) *Use this lesson to introduce key leadership traits and prepare for the field trip, which will include identifying Jackie Robinson’s leadership traits during different moments in his life.*
- **Participation**
 - **POST-VISIT Lesson 3: Children Solving Problems** – Students examine examples of children who solved problems to understand different methods of making change. (Part 2, p. 163)
 - **POST-VISIT Lesson 4: Solving Community Problems** – Students identify ways to solve community problems together. (Part 2, p. 175)
 - *Use one or both of these lessons to inspire deeper student engagement around the “Speak Out” commitment that they set at the end of the program by studying examples of young changemakers and the strategies that they can use to meet their goals. Connect to the culminating conversation of the field trip by revisiting and refining the class’s “Speak Out” commitment in light of their classroom discussion.*
- **Take Action!** – a step-by step guide to engaging students in community-based, real-life action projects. (Part 2, p. 227) *If your students are already engaged in an action project(s), let us know their topic and where you are in the process so we can incorporate into the field trip presentation where applicable. If you have not started, consider building out student “Speak Out” goals into one or more action projects.*

Grades 3-5

- **Rights and Responsibilities**
 - **PRE-VISIT Lesson 6: Protecting Rights** – Students explore examples of children advocating for their rights during the Civil Rights era. (Part 1, p. 147) *Use this lesson to introduce key events such as the March on Washington, sit-ins, and Birmingham Children’s Crusade and concepts such as children’s power to effect change, which will come up during the field trip program.*
 - **POST-VISIT Project: Public Service Announcement** – Students create a public service announcement about their rights and responsibilities as school and community members. (Part 1 p. 175) *Use this lesson to take action on the “Speak Out” commitments that students set at the end of the field trip program.*
- **Civic action**
 - **PRE-VISIT Lesson 1: Community Mapping** – Students survey adult volunteers from their school and community to construct a map of existing assets and issues. (Part 2, p. 137)
 - **PRE-VISIT Lesson 4: Using Interviews to Understand Issues** – Students analyze and prioritize community problems using information gathered from interviews. (Part 2, p. 170)
 - *Use one or both of these lessons to identify a local issue that students are interested in taking action on ahead of your visit. Then, use the example of Jackie*

Robinson and the culminating “Speak Out” activity to identify what actions students can take to effect change.

- **POST-VISIT Lesson 2: Active Political Participation** – Students analyze pictures of citizens participating in politics to understand active participation in politics. (Part 2, p. 145) *Use this lesson to evaluate strategic actions selected at the end of the field trip and how each can be employed most effectively.*
- **POST-VISIT Lesson 3: 1964 School Boycott** – Students analyze primary sources to understand how people organized to address national and local problems. (Part 2, p. 157) *Augment this lesson by adding a student exploration of Jackie Robinson’s stance on the 1964 School Boycott using his January 4, 1964 newspaper column, “Bored of Integration?” (see document below).*
- **Take Action!** – a step-by step guide to engaging students in community-based, real-life action projects. (Part 2, p. 227) *If your students are already engaged in an action project(s), let us know their topic and where you are in the process so we can incorporate into the field trip presentation where applicable. If you have not started, consider building out student “Speak Out” goals into one or more action projects.*

Grades 6-8

- **Rights and Responsibilities**
 - **POST-VISIT Lesson 1: Student Rights** – Students evaluate their rights and responsibilities by examining the NYCDOE Bill of Student Rights and Responsibilities. (Part 1, p. 204)
 - **POST-VISIT Lesson 2: Digital Citizens** – Students identify the rights and responsibilities of digital citizens. (Part 1 – p. 228)
 - *Depending on students’ selected “Speak Out” topics and action strategies, use one or both of these lessons to examine student rights and responsibilities in school and online. These may be most applicable to the field trip if the selected topic relates to an issue around the school environment and/or the action strategy involves online activism or engagement.*
- **Role of the Individual**
 - **PRE-VISIT Lesson 3: Segregation in America** – Students analyze the social, political, and economic experiences of minority groups in the United States in order to understand segregation in America during the 1960s. (Part 2, p. 34) *Use this lesson to introduce the concept of early 20th century racial segregation in the US that Jackie Robinson experienced during his youth and challenged during his adulthood.*
 - **PRE-VISIT Lesson 4: Types of Resistance** – Students analyze primary sources in order to evaluate the types of resistance used in key protests during the Civil Rights Movement. (Part 2, p. 45) *Use this lesson to introduce key protest strategies that will come up during the field trip as actions that Jackie Robinson participated in and/or responded to.*
 - **PRE-VISIT or POST-VISIT Lesson 6: Student Agency** – Students compare student-led social justice movements. (Part 2, p. 68) *Use this lesson to introduce the role of students as social justice movement leaders, past and present. In a pre-visit context, student involvement in key Civil Rights Movement protests and demonstrations like the Birmingham Children’s Crusade, school integration, and sit-ins will provide useful context*

for Jackie Robinson's involvement and support for youth leadership during those events. In a post-visit context, examining current examples of student activism will provide useful examples to inspire concrete action towards students "Speak Out" commitments set during the field trip.

- **PRE-VISIT or POST-VISIT Key Leaders of the Civil Rights Movement** - Students compare and evaluate different methods used by civil rights leaders to bring about change. (Part 2, p. 96)* *In a pre-visit context, use this lesson to introduce or reinforce key figures of the Civil Rights Movement that will come up during the tour experience including Dr. King, John F. Kennedy, and Daisy Bates. Others, including Malcolm X, Rosa Parks, and Mamie Till Mobley are included in the exhibit but not necessarily the field trip experience. In a post-visit context, augment this lesson by introducing Jackie Robinson for analysis alongside this group of leaders, including evaluating his beliefs and strategies he used during the Civil Rights Movement.*
- **POST-VISIT Project: Illustrating Civics Issues** – Students create a comic book, picture book, or trading card to demonstrate their knowledge on how people have exercised their rights in advancing a civil rights issue. (Part 2, p. 124) *Inspired by the [Barrier Breaker comic book](#), have students design an additional story or vignette that could be added to the comic book illustrating one of the events or topics addressed during the field trip. Alternately, use baseball cards on display at the Museum as inspiration to have students design their own cards for Jackie Robinson as an activist (vs. athlete) or for a contemporary leader working in the area they selected for their "Speak Out" commitment.*
- **Power and Politics**
 - **PRE-VISIT Lesson 1: A Just Society** – Students analyze quotations to understand the meaning of justice and to determine the responsibilities of individuals and the government in creating a more just society. (Part 2, p. 150) *Augment this lesson with selected quotes by Jackie Robinson to analyze his vision of justice in America in the context of the other featured speakers (see below).*
 - **POST-VISIT Lesson 8: Evaluating Real-Life Solutions to Environmental Problems** – Student evaluate the efforts of various organizations that support the environment (part 2, p. 223) *This lesson may be applicable for groups or classes that identify a "Speak Out" commitment related to environmental issues or climate change.*
 - **POST-VISIT Project – Policy Proposal Presentation** – Students design a presentation that identifies an issue of public importance and propose a policy solution to be ratified by classmates. (Part 2, p. 262) *Use this project to expand on or evaluate small groups' "Speak Out" commitments and specify areas of policy change for which they will advocate.*
 - **POST-VISIT Project – Creating an Advocacy Campaign** – Students develop a communication plan to promote support for an important local issue. (Part 2, p. 273) *Use this project to expand on students' "Speak Out" commitments set during the field trip.*
- **Active Engagement Unit (All)**
 - **POST-VISIT** (Part 2, p. 287) *Use this series of lessons to assess and evaluate the local implications of the issue(s) that students identified during the field trip and work towards*

a direct action about this issue. This may be especially relevant when students select “protest” as their action.

- **Take Action!** – a step-by step guide to engaging students in community-based, real-life action projects. (Part 2, p. 227) *If your students are already engaged in an action project(s), let us know their topic and where you are in the process so we can incorporate into the field trip presentation where applicable. If you have not started, consider building out student “Speak Out” goals into one or more action projects. Depending on selected topics and actions, the Activists’ Toolbox on digital tools and social media planning may be especially relevant.*

Grades 9-12

- **Power and Politics**
 - **PRE-VISIT** Lesson 2: Understanding systemic injustice and oppression – Students analyze injustice and inequality at individual, institutional, and socio-cultural levels (Part 2, p. 18) *Use text sets on racism, power, structural inequality, oppression, and others to explore system injustice. Expand to explore how mechanisms that maintained system racism and inequality in the past (i.e. Jim Crow laws that governed society in which Jackie Robinson was born and raised) have changed, evolved, or stayed the same over time to the present.*
- **Active Engagement Unit (All)**
 - **POST-VISIT** (Part 2, p. 135) *Use this series of lessons to assess and evaluate the local implications of the issue(s) that students identified during the field trip and work towards a direct action about this issue. This may be especially relevant when students select “protest” as their action. Civil Political Discourse, Hashtag Activism, Taking action to Influence Decision Makers, Op-Eds and Letters to the Editor, and Evaluating Efficacy of Civic Action will be most relevant to the “Speak Out” action areas.*
- **Take Action!** – a step-by step guide to engaging students in community-based, real-life action projects. (Part 2, p. 221) *If your students are already engaged in an action project(s), let us know their topic and where you are in the process so we can incorporate into the field trip presentation where applicable. If you have not started, consider building out student “Speak Out” goals into one or more action projects. Depending on selected topics and actions, the Activists’ Toolbox on digital tools and social media planning may be especially relevant.*

Supplemental Resources

NEWSPAPER COLUMN: "Bored of Integration?" by Jackie Robinson, New York Amsterdam News, Jan 4, 1964.

Home Plate

I suppose I am only one of millions of Americans who thought highly of the courage, the ability and wisdom of James Donovan, the Manhattan attorney who earned international fame for his role in freeing Americans who had been made prisoners of Fidel Castro.

Recently, I attended a dinner given by one of our outstanding women's organization and heard Mr. Donovan speak all the platitudes which are mouthed by Northern liberals – and you know, I thought he meant them.

There are different sounds coming from Mr. Donovan's lips now that he has become President of the New York City Board of Education.

One of the first statements attributed to Mr. Donovan, after he had taken over the responsibility for the education of our city's children, was the testy observation that the Board "is not a Board of Integration."

In response to the protests of the Rev. Milton Galamison, the NAACP, Urban League and other individuals and organizations which are dissatisfied with the city's handling of the education problem, Mr. Donovan has commented that the Board is "doing more than those who are advocating freedom now and integration now."

These people, Mr. Donovan sneers, are "dealing in jingles," and cannot be counted upon to offer "constructive, practical plans" for integrating the schools.

Has Mr. Donovan taken upon himself the role of the strong man who is going to defend the status quo desired by so many Northern whites who have become bored of integration – and indeed, angered over the belief that the Negro is pushing too hard and seeking to go too fast to that place which he should have occupied centuries ago?

If so, Mr. Donovan is in for a rude awakening and I have enough faith in the determination of the Negro people and whites who are for real justice to believe that he will not get away with whatever game he may be playing.

Did Mr. Donovan think that the cries for freedom of the imprisoned Americans languishing in Cuban jails were "jingles." Did he effect their release with deliberate speed or allow Mr. Castro to warn him to "be patient?"

The Rev. Milton Galamison, an intrepid fighter, has announced that there will be a citywide boycott to "tie up" the school system in protest the policies of Mr. Donovan and Superintendent Gross. I feel the parents of our children have no other recourse than to support such a boycott unless more reasonable men than the current heads of our system enter the picture.

I think it is up to all our churches and organizations and public-spirited parents to join forces and to display such a formidable unity that there can be no denial of their reasonable demands.

I am in favor of the bussing of children which seems to be an unholy idea as far as many people are concerned. I want to caution, however, that we must not lose sight of the necessity for the Board of Education to do much to improve those schools which are still segregated. One method, of course, would consist of sending in the best teachers to give their talents in those neighborhoods where unusual problems exist. There has been too much propaganda which has discouraged the finer teachers from wanting to serve in the ghettos of Harlem, Bedford-Stuyvesant and Queens.

In this connection, I was quite shocked to read some of the statements of a white principal, a Mrs. Timmerman, who was leaving a public school in Brooklyn after some controversy with some of the teachers and parents.

The parting remarks of this lady were the kind of assertions which would make any teacher feel he or she would not like to serve in that school. No matter what her quarrel was with those she was leaving behind, it seemed to me the worst of taste and judgement on the part of this principal to have made the statements she made.

It is this kind of sloppy thinking which helps to aggravate the whole problem. Someone had better wake up or we are going to have a pretty hot time in this town on the issue of the education of our children. It is not to be played with.

SELECTED QUOTATIONS: Jackie Robinson on a Just Society

"...in order to lead today's world, our country needs all her people to be ready, willing and able – and PERMITTED – to give their all."

Jackie Robinson, "Seeking a Solution" *New York Amsterdam News*, January 5, 1963,

"If we are to live in a nation which denies its own citizens the right to dissent, we shall be living in a nation on its way downhill to second class status in this changing world."

Jackie Robinson, "The Bond Issue," *New York Amsterdam News*, January 29, 1966,

"Negros aren't seeking anything which is not good for the nation as well as ourselves. In order for America to be 100 percent strong – economically, defensively, and morally – we cannot afford the waste of having second – and third-class citizens."

Jackie Robinson, *New York Post*, May 8, 1959