

**Negro
Leagues 2:
Diversity in
MLB**

Growing Mathletes

Negro Leagues 2 Lesson Overview

Key Ideas in this Session:

Youth will learn about how race and ethnicity in Major League Baseball has changed over time through the exploration of graphs.

NOTE: Before implementing this lesson, implement the lesson titled “Negro Leagues 1: Timelines”

Driving Questions:

1. What can we learn about diversity in Major League Baseball from various types of graphs?
2. How do individuals contribute to collaborative activities?

Math Standards: Represent and Interpret Data

- 3.MD.B.3 Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
- 4.MD.B.4 and 5.MD.B.2 Make a line plot to display a data set
- 6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- 6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- 6.SP.B.5.C Giving quantitative measures of center ...as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

Activity	Time	Description
Activity 1	40 minutes	Youth learn about the race/ethnicity of baseball players in the MLB over time (1947-2012) and how this data can be represented in graphs using a slow reveal process. They work together to examine different graphs, explore what can be learned, and share what is learned with the larger group.
Activity 2	20 minutes	Youth learn about a baseball player from the Negro League and contemplate how each team/group member contributes unique skills and experiences to collaborative activities. Youth build a brick wall using pieces of paper that represent their skill that contributes to the team/group.

Materials

- Paper sentence strips or long-halves of an 8.5x10 inch paper (1 per youth)
- Color print outs of Worksheet 1 (slides 12-17); 1 per group
- Print out of Worksheet 2 (slide 18); 1 per youth
- Pencils/pens

Set-Up

For Activity 1, pass out Worksheets (1 & 2) and pencils/pens when time comes

For Activity 2, cut the sentence strips or the 8.5x10 inch paper as needed. Distribute sentence strips/paper strips and pencils/pens to each youth.

Growth Mindset Connection

The value of collaboration.

Facilitator Resources for this Lesson

Be prepared to review the following information with the youth (see Youth Slide 2:

This lesson uses historical terms and phrases that have changed over time.

At certain points in US history, the terms “colored” and “Negro” were considered respectful ways to refer to members of the Black or African American community. These words are used in this lesson as they were used in baseball’s history and so we can learn together how language changes over time.

Some language may be unfamiliar or uncomfortable. “While the terms “colored” and “Negro” were once acceptable...today these terms are often considered offensive and are unacceptable. [S]ome members of the Black community have reclaimed, reimagined, and repurposed “colored” and “Negro.” However, it is now inappropriate and offensive for non-Black people to use these words (aside from discussing historical material). Instead, you should use the terms *African American* or *Black*, as in a *Black person* (or a Black woman, a Black man, a Black student, etc.)”

CONTENT & QUOTES SOURCES

- <https://www.mission-us.org/2022/11/08/historical-terms-and-why-they-matter/>
- <https://www.mission-us.org/teach/no-turning-back/teaching-this-mission/content-and-language-advisory/>

Learn more about language use from the sources:

[Historical Terms & Why They Matter](https://www.mission-us.org/2022/11/08/historical-terms-and-why-they-matter/)

[Content & Language Advisory](https://www.mission-us.org/teach/no-turning-back/teaching-this-mission/content-and-language-advisory/)

Graph Sources:

[Rise of Latinos in the Major League](#)

[Baseball Demographics 1947-2016](#)

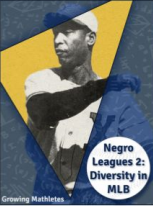
[Where have all the Black players gone?](#)

Negro Leagues 2: Introduction

Start the session by providing youth with an overview of the key activities.

Negro Leagues 2: Diversity in MLB

Activity	Time	Description
Activity 1	40 minutes	Youth learn about the Race/Ethnicity of Baseball Players in the MLB Over Time (1947-2012) and how this data can be represented in graphs using a slow reveal process. They work together to examine different graphs, explore what can be learned, and share what is learned with the larger group.
Activity 2	20 minutes	Youth learn about a baseball player from the Negro League and contemplate how each team/group member contributes unique skills and experiences to collaborative activities. Youth build a brick wall using pieces of paper that represent their skill that contributes to the team/group.




Negro Leagues 2 Youth Slides, Slide 1

Next, take a moment to discuss the language used in this lesson.


NOTE: we recommend taking time to prepare well for this aspect of this lesson. There are resources on the topic of language on page 3 of this facilitator guide

Before we begin: A note about language (review)

This lesson uses historical terms and phrases that have changed over time. At certain points in US history, the terms "colored" and "Negro" were considered respectful ways to refer to members of the Black or African American community. These words are used in this lesson as they were used in baseball's history and so we can learn together how language changes over time.



Some language may be unfamiliar or uncomfortable. "While the terms "colored" and "Negro" were once acceptable...today these terms are often considered offensive and are unacceptable. [S]ome members of the Black community have reclaimed, reimagined, and repurposed "colored" and "Negro." However, it is now inappropriate and offensive for non-Black people to use these words (aside from discussing historical material). Instead, you should use the terms African American or Black, as in a Black person (or a Black woman, a Black man, a Black student, etc.)"




IMAGE, CONTENT & QUOTES SOURCES

- <https://www.nlb.com/news/negro-leagues-given-major-league-status-for-baseball-records-stats> 6 <https://www.nlbm.com/>
- <https://www.mission-us.org/2022/1/08/historical-terms-and-why-they-matter/>
- <https://www.mission-us.org/teach-to-turning-back/teaching-this-mission/content-and-language-advice/>

Intro to Negro Leagues Youth Slides, Slide 2

Next, share and discuss this quote.

Negro Leagues 2: Diversity in MLB



Because of baseball I smelled the rose of life. I wanted to travel, and to have nice clothes. Baseball allowed me to do all those things, and most important, during my time with the Crawfords, it allowed me to become a member of the brotherhood of friendship which will last forever. ~ James Thomas "Cool Papa" Bell

What does this quotes mean to you?

What message is James Thomas "Cool Papa" Bell trying to send?

Activity 1

Negro Leagues 2 Youth Slides, Slide 2

Because of baseball I smelled the rose of life. I wanted to travel, and to have nice clothes. Baseball allowed me to do all those things, and most important, during my time with the Crawfords, it allowed me to become a member of the brotherhood of friendship which will last forever. ~ James Thomas "Cool Papa" Bell

Activity 1 - Diversity in Baseball Over Time (1 of 4)

Description:

Youth learn about the Race/Ethnicity of Baseball Players in the MLB Over Time (1947-2012) and how this data can be represented in graphs using a slow reveal process. They work together to examine different graphs, explore what can be learned, and share what is learned with the larger group.

Math Connection:

Youth explore various graphical representations of data related to diversity in the MLB, including line graphs, bar graphs, and data visualizations that use area to compare quantities. With each graph, the focus is on interpreting the meaning of the representation. As they discuss and interpret each graph, youth should focus on key concepts such as the labelling of the horizontal and vertical axes and meaning of those labels (e.g., if the horizontal axis displays different years, this means that the graph tells a story about changes over time; if the vertical axis is labelled with percents, this means that the graph tells a story about the portion of the whole represented by different parts or groups. Youth should also explore patterns and variations shown in the graphs, considering questions such as trends, increases, decreases, clusters in the data, or outliers (data points that are noticeably different from the rest of the data set). Encourage youth to describe the patterns and variations that they see, and to conjecture possible reasons or explanations. For example, if a graph shows that a particular quantities is increasing or decreasing over time, ask youth to discuss why this might be the case. If a graph shows a contrast or different between groups or locations, ask youth to interpret these differences.

LAUNCH: Connecting with Prior Knowledge

Ask questions to help youth recall knowledge from Intro to Negro Leagues lesson:

- What do you remember learning about the Negro Leagues and the women of the Negro Leagues?
- What do you remember about the timeline we co-created in the first Negro Leagues lesson?

You may choose to show Youth slides from the Intro to Negro Leagues lesson for visual recall.

Activity 1

- What do you remember learning about the Negro Leagues and the women of the Negro Leagues?
- What do you remember about the timeline we co-created in the first Negro Leagues lesson?

Negro Leagues 2 Youth Slides, Slide 4

Activity 2


Activity 1 - Diversity in Baseball Over Time (2 of 4)

Video

Play the video [The International Impact of the Negro League](#) and ask youth to turn and talk in response to these prompts:

- What surprised you about this video?
- What are you curious about after watching this video?

The International Impact of the Negro League



Turn & Talk:
What surprised you from this video?
What are you curious about after watching this video?

[Undeniable Episode 2](#)

Activ

Negro Leagues 2 Youth Slides, Slide 5

Graph Exploration: Slow Reveal of Data

Prompt youth to keep in mind what they've learned about Negro Leagues and the video content. Then, enthusiastically tell them you are going to play the slow reveal graph game. *(Make it seem fun!)*

The Slow Reveal Graph Game:

Over a series of slides you will reveal the details of a **line graph**. **As you reveal each slide, ask youth the questions on the slide & discuss.** Ask a few youth to share out to the whole group.

Start each slide 7-10 by asking youth to respond to these questions:

- What do you notice? What do you wonder?
- What might this graph show?

Slides 8-10 have additional questions.

Ask a few different youth to share out to the whole group for each slide.

Slide 8


- What does it mean that the purple line is going down?
- What does it mean that the blue line goes up and then goes down?

NOTE:

It is 100% ok if they don't guess "correctly"! This process is more about noticing features of graphs, interpreting what those features "might" mean, and being able to explain their reasoning for their guess or prediction.

To learn more about slow reveal, see: <https://slowrevealgraphs.com/>

Keep in mind what we've learned a little about the Negro Leagues & what we just learned in the video...

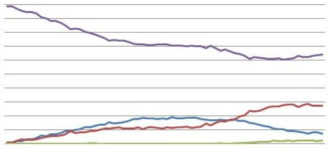


Now we are going to play a Slow Reveal Graph Game to apply our knowledge AND learn more!

Activ

Negro Leagues 2 Youth Slides, Slide 6

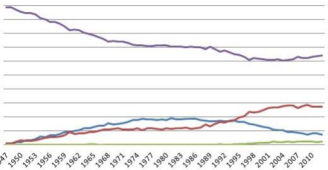
What do you notice? What do you wonder? What might this graph show?



Activ

Negro Leagues 2 Youth Slides, Slide 7

NOW: What do you notice? What do you wonder? What might this graph show?



Questions:
What does it mean that the purple line is going down?
What does it mean that the blue line goes up and then goes down?

Activ

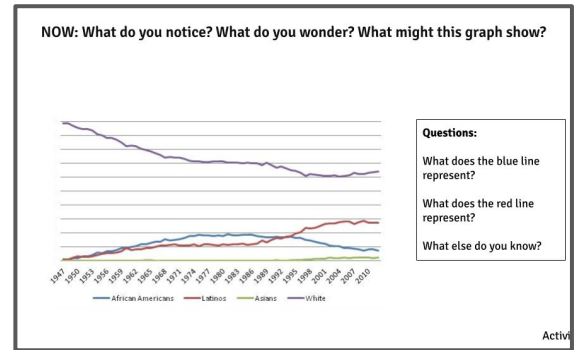
Negro Leagues 2 Youth Slides, Slide 8

Activity 1 - Diversity in Baseball Over Time (3 of 4)

Graph Exploration: Slow Reveal of Data (Cont.)

Slide 9

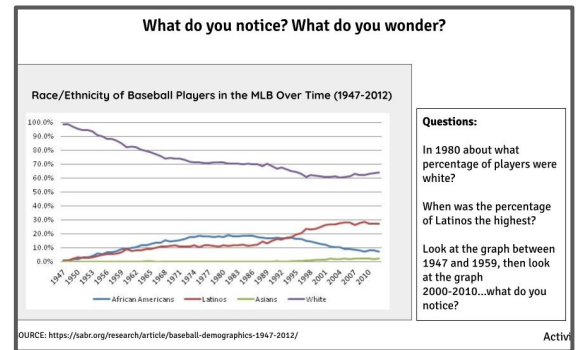
- What does the blue line represent?
- What does the red line represent?
- What else do you know?



Negro Leagues 2 Youth Slides, Slide 9

Slide 10

- In 1980 about what percentage of players were white?
- When was the percentage of Latinos the highest?
- Look at the graph between 1947 and 1959, then look at the graph 2000-2010...what do you notice?

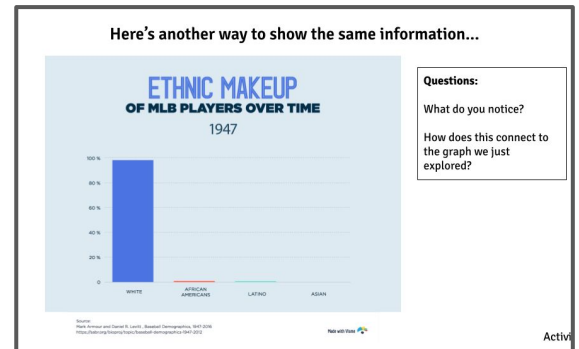


Negro Leagues 2 Youth Slides, Slide 10

Graph Exploration: Other Related Graphs

Next, show a bar graph that shows the same information in a different way. Ask:

- What do you notice?
- How does this connect to the graph we just explored?

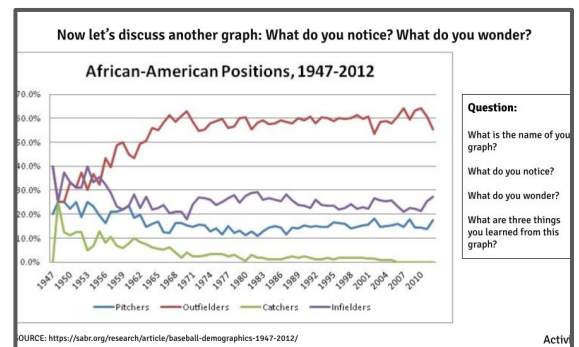


Negro Leagues 2 Youth Slides, Slide 11

Then, discuss another graph that shows African-American Positions, 1947-2012, on Youth Slide 12.

Ask the questions below. **NOTE: this is modelling the questions they will answer in small groups using Worksheet 2.**

- What is the name of this graph?
- What do you notice?
- What do you wonder?
- What are three things you learned from this graph?



Negro Leagues 2 Youth Slides, Slide 12

Activity 1 - Diversity in Baseball Over Time (4 of 4)

Exploring Other Graphs in Small Groups

Next, introduce & implement the group activity (Slide 13).

- Review the instructions.
- Ask if there are any questions.
- Get youth into small groups of 3-5 people.
- Pass out version of Worksheet 1 to each group
- Give each student one copy of Worksheet 2.

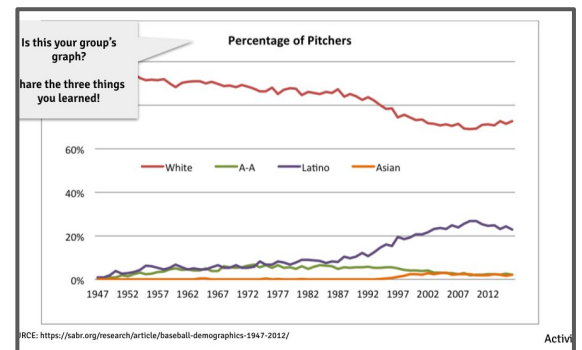
When all groups have completed their worksheet, ask each group's spokesperson(s) to share out to the whole group. Use slides 14-18 to prompt each group until all groups have shared.

After all groups have shared, **prompt students to discuss to the two questions on Slide 18 with their group or a partner.**

- What is one thing you learned from hearing everyone's share?
- Which graph did you find most interesting and why?

If time permits, as a few youth to share out to the whole group after they discuss with partner/small group.

Negro Leagues 2 Youth Slides, Slide 13



Negro Leagues 2 Youth Slides, Slide 14

NOTE: Slides 15-18 are similar, each with a unique graph.

Negro Leagues 2 Youth Slides, Slide 19



Activity 2 - Collaboration Wall (1 of 2)

- Description:** In this activity, youth will learn about a baseball player from the Negro League and contemplate how each team/group member contributes unique skills and experiences to collaborative activities.
- Growth Mindset Connection:** Collaboration is essential to team sports collaborating together to work towards a common goal. Youth use a brick wall as a metaphor for the value of collaboration. Each brick represents a youth's contribution to a team and is therefore essential to keeping the brick wall intact.
- Baseball Connection:** All the players from different backgrounds in the MLB contribute unique skills to their teams, just like each youth has unique skills and experiences to contribute to collaborative projects.

**VIDEO:
Hall of Famer Josh
Gibson**

VIDEO: Hall of Famer Josh Gibson - Baseball's MVP
<https://www.youtube.com/watch?v=fXJGe47TA8> (2:38)

Ask youth to discuss the following questions:

- What surprised you from this video?
- What unique skills did Josh Gibson contribute to his team?


Growth Mindset Concepts:

Make the connection between the baseball players' unique skills and experiences and how youth each have unique skills to contribute as well.

Share examples of collaborative activities: such as science fair projects, group projects, musical performances, or team sports

Share an example of a skill you bring to a group/team.

Activity 2: Unique Skills & Collaborative Activities



Hall of Famer - Josh Gibson
[The greatest power-hitting catcher in major league history](#) [2:38]

- What surprised you from this video?
- What unique skills did Josh Gibson contribute to his team?

Activity 2

Negro Leagues 2 Youth Slides, Slide 20

Baseball is a collaborative activity - everyone works together towards the same goal. Josh Gibson and all the players from different backgrounds in the MLB contribute unique skills and experience to their teams.



You also have unique skills and experience that contributes to collaborative activities!

Discuss these questions with a partner.

When working collaboratively at school, at home, or in sports, what do you do to help your group?

What are some of your unique skills and experiences that you bring to a group or team?

OPTIONAL: Why is diversity important in collaborative activities? Give an example.

Activity 2

Negro Leagues 2 Youth Slides, Slide 21

Activity 2 - Collaboration Wall (2 of 2)

Growth Mindset Concepts (Cont.)

Ask youth to think about the skills that they contribute to collaborative activities and then have them share answers to the questions below with a partner.

- When working collaboratively at school, at home, or in sports, what do you do to help your group?
- What are some of your unique skills and experiences that you bring to a group or team?
- OPTIONAL: Why is diversity important in collaborative activities? Give an example.

Activity: Build a Brick Wall

Distribute sentence strips/half-sheets of paper that youth will use as “bricks”. Then

Youth:

- choose a skill that they bring to a team/group
- write it on their paper sentence strip and
- attach it to the brick wall.

NOTE: Make sure that the bricks line up to form a wall.

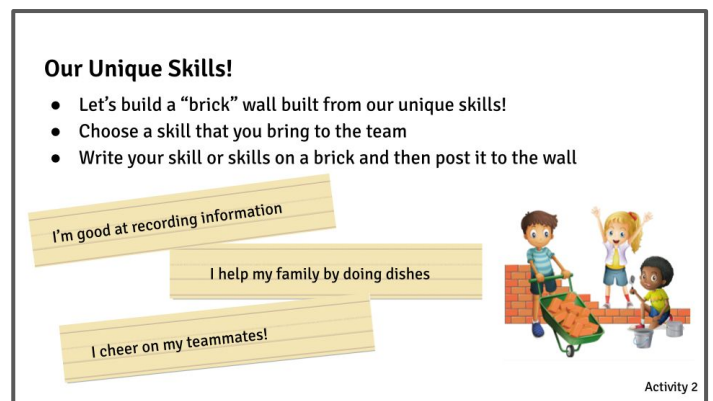
Share with you how the bricks represent their skills and contributions. Only through collaboration, with all the bricks in place, can the wall stand upright and support itself.

Reflection Questions:

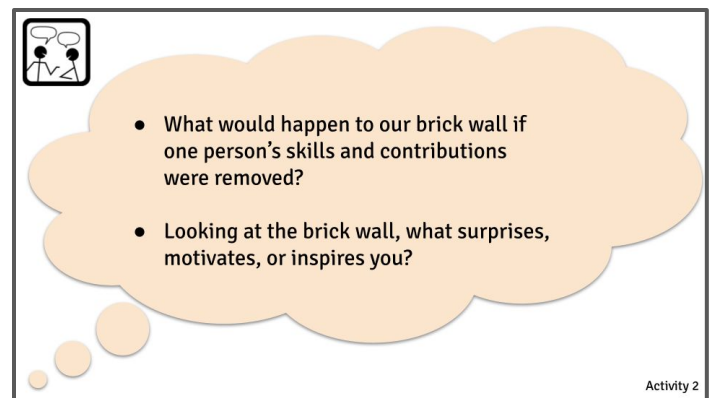
Wrap up the activity with a reflective discussion about the concepts in the activity and the driving questions for the lesson.

- What would happen to our brick wall if one person’s skills and contributions were removed?
- Looking at the brick wall, what surprises, motivates, or inspires you?

Close by celebrating their unique contributions to the wall.

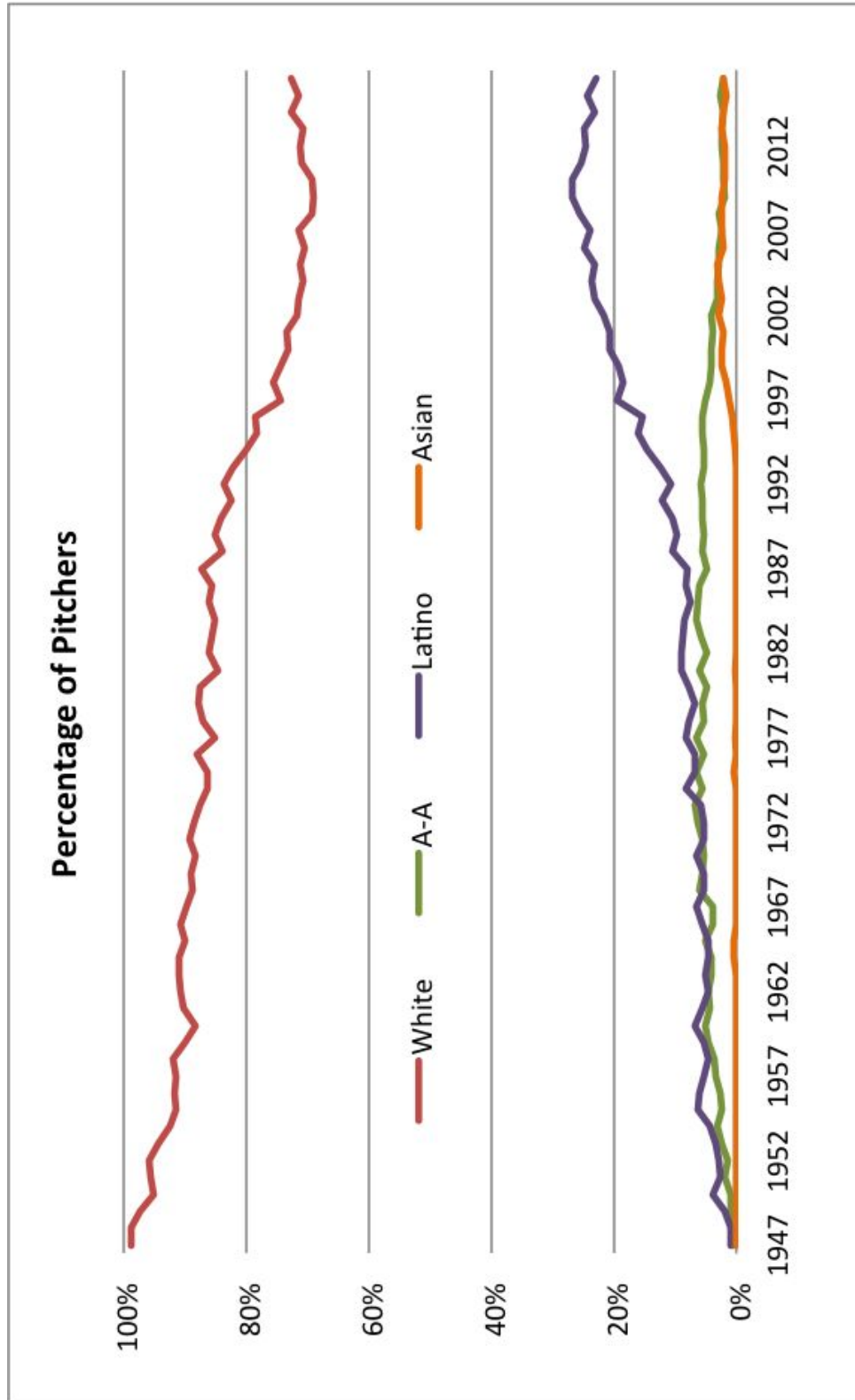


Negro Leagues 2 Youth Slides, Slide 22



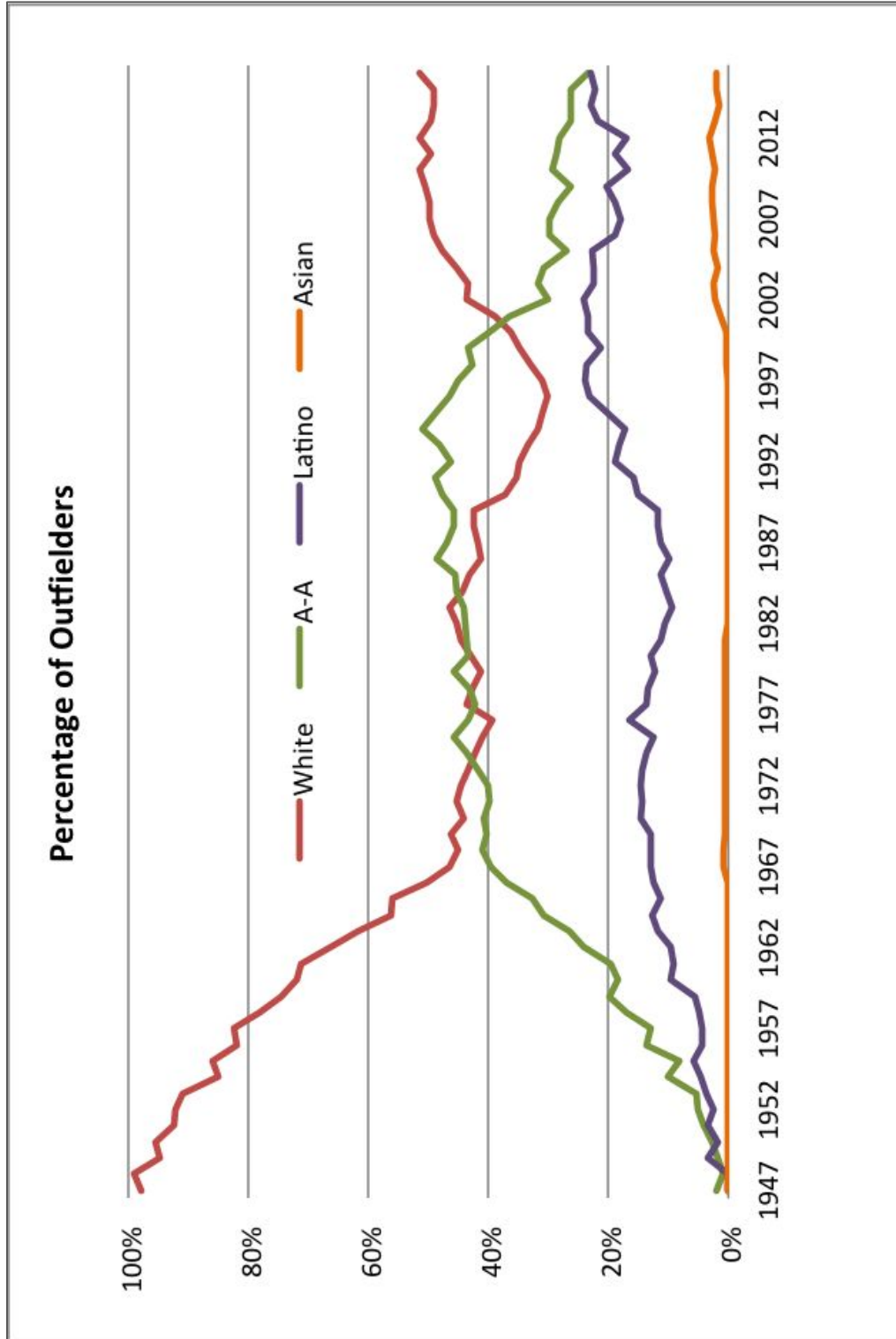
Negro Leagues 2 Youth Slides, Slide 23

Worksheet 1



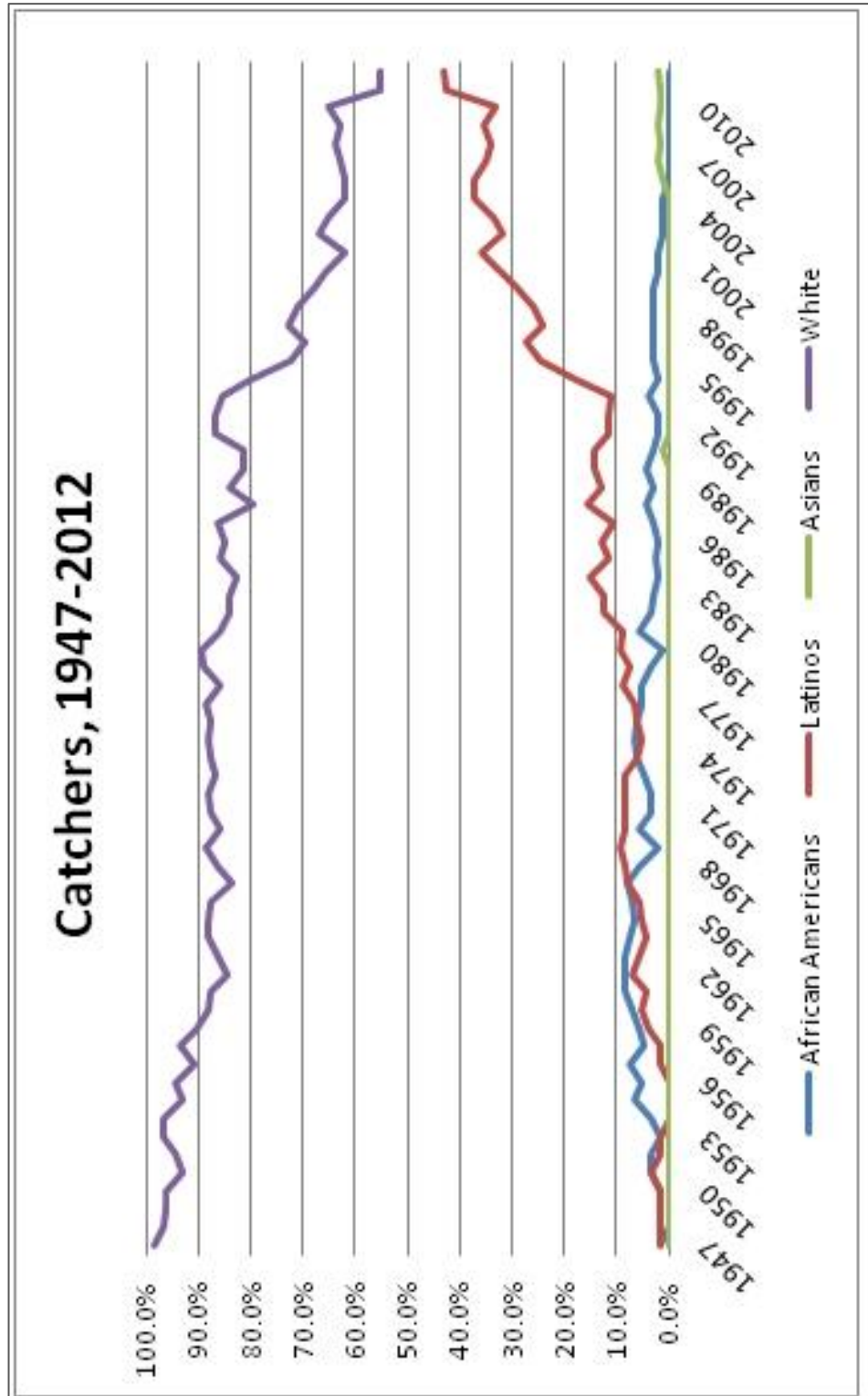
SOURCE: <https://sabr.org/research/article/baseball-demographics-1947-2012/>

Worksheet 1



SOURCE: <https://sabr.org/research/article/baseball-demographics-1947-2012/>

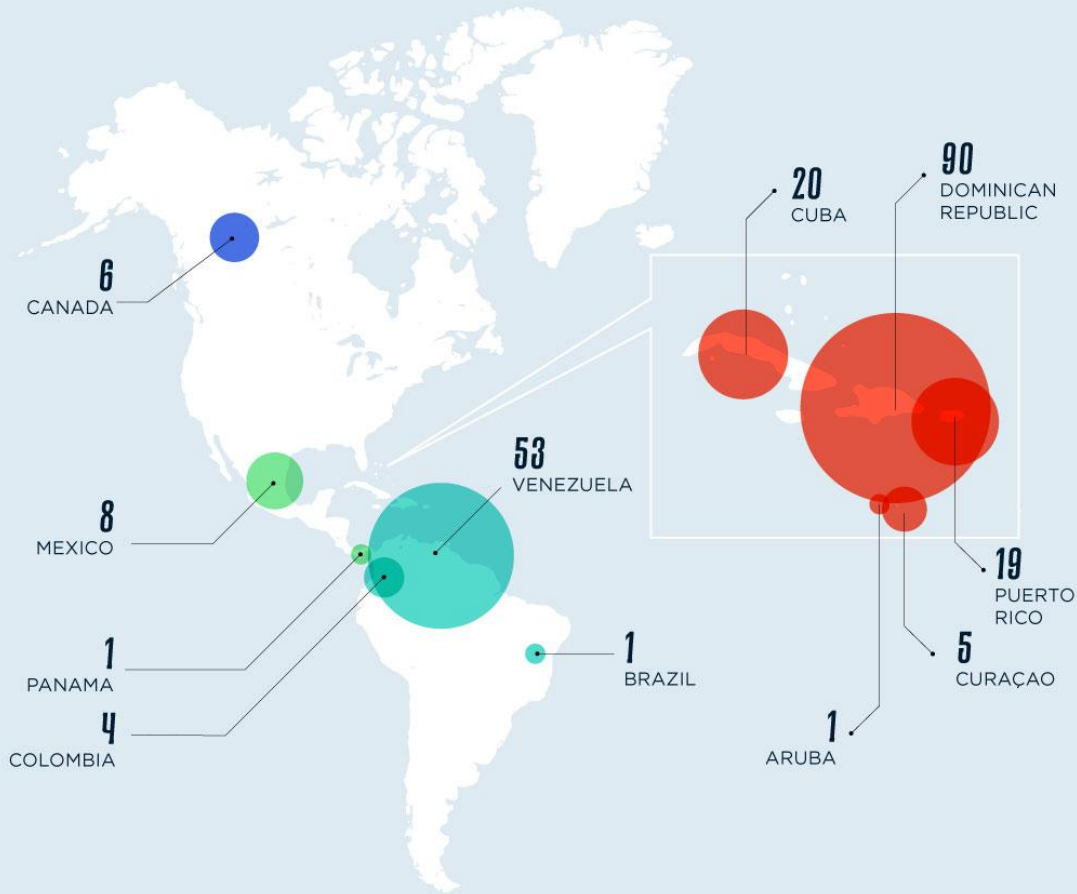
Worksheet 1



SOURCE: <https://sabr.org/research/article/baseball-demographics-1947-2012/>

Worksheet 1

MLB PLAYERS BORN OUTSIDE THE U.S.



Note: Number of players by origin country. Includes players on team rosters at opening day 2019.

Sources:
<https://www.lineups.com/mlb/rosters>
<http://www.seanlahman.com/baseball-archive/statistics/>

Made with Visme 

Worksheet 1

LATIN AMERICANS IN MAJOR LEAGUE BASEBALL

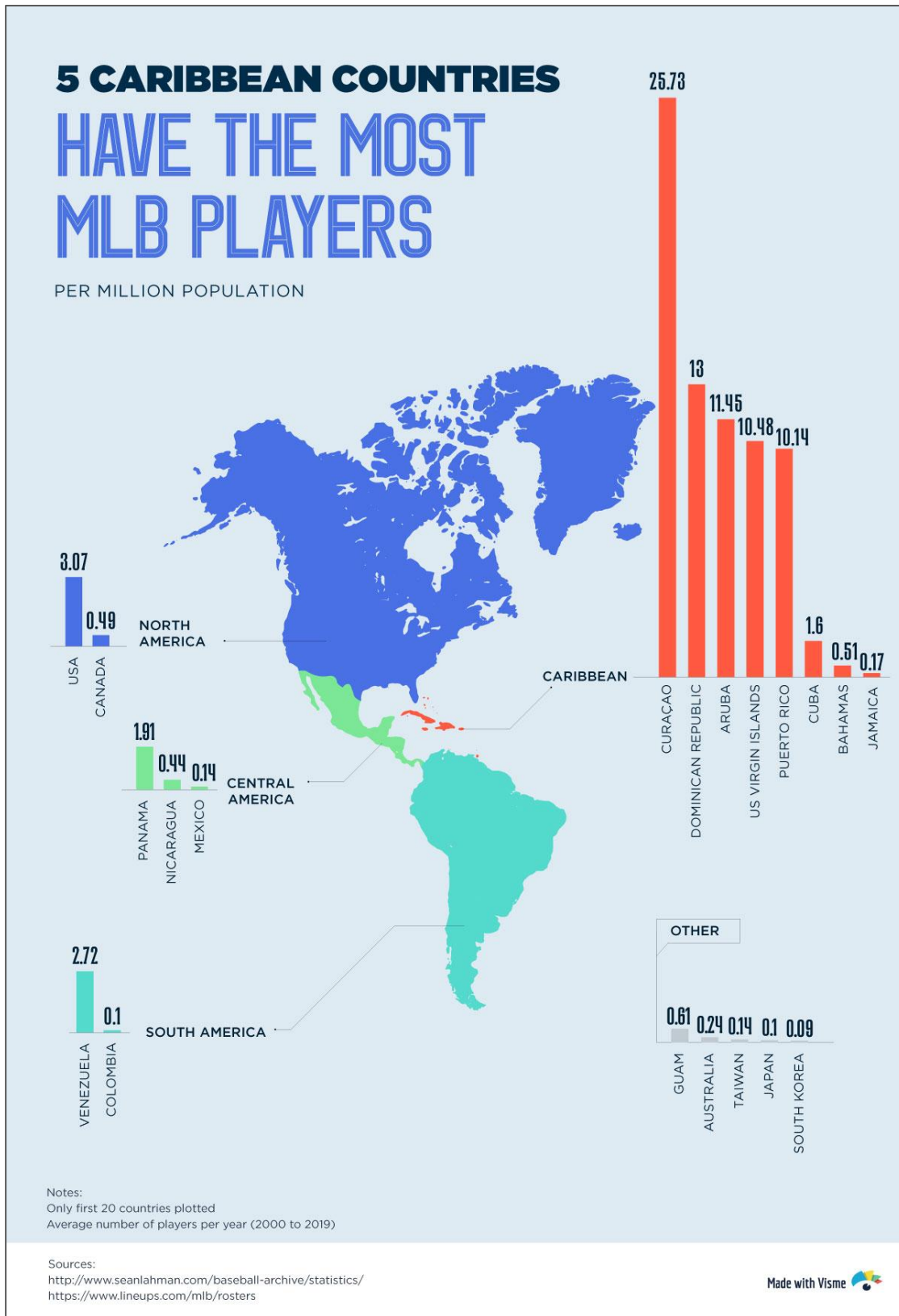


Percentage of players who appeared in a given season who belong to each ethnic group
Only Latinos and African-Americans plotted

Source:
Mark Armour and Daniel R. Levitt , Baseball Demographics, 1947-2016
<https://sabr.org/bioproj/topic/baseball-demographics-1947-2012>

Made with Visme 

Worksheet 1



Worksheet 2

Instructions

With your group do the following:

1. Look at your graph
2. Discuss and record responses to the questions below.
3. Write down three things to share with the whole group.
4. Choose who will share your group's information with the other groups.

Questions:

What is the name of your graph?

What do you notice?

What do you wonder?

Write down three things you learned from your graph that you want to share with the other groups:

1. _____
2. _____
3. _____

Spokesperson(s) for group: _____