

# A Tough Call

## Lesson 2: Timeline

### Focus Questions

How has the game of baseball changed over time?

How and why is baseball important to Chicago's history?

What long-term effects did the Black Sox scandal have on baseball and the city of Chicago?

### Core Understandings

Students will understand that baseball is an important part of Chicago's history and culture. They will understand that while some aspects of the game have changed over time, some things have remained the same.

### Knowledge

Students will know key facts about the history of baseball in Chicago, the nation, and the world. Students will know the impact of the Black Sox scandal on the city of Chicago and its citizens.

### Skills

Students will be able to use various research tools/avenues to uncover information about baseball history. They will be able to compare and contrast primary and secondary sources and present their research findings in an organized manner.

### Common Core ELA Standards

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US, and other nations.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US.

Goal 18: Understand social systems, with an emphasis on the US.

### In This Lesson

By creating a class timeline, students will learn key facts about the history of baseball and the Chicago White Sox and begin to understand the concept of change over time. The story element of setting is addressed. This lesson was researched and written by Amy Andrews.



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## Activity

Begin the lesson by having students share their discoveries from the Lesson 1 Home Connection, which will contribute to their knowledge and understanding of baseball history.

Next, lead the class through a demonstration of the *A Tough Call* map interactive. During the demonstration, pose a variety of questions to help students grasp the idea of change over time (in the sport of baseball and in their everyday lives). For example, you can ask what game programs look like today and how they are different than the one pictured. The photos under the “Sox Neighborhoods” tab provide a great opportunity to see how children entertained themselves in the past and compare it to today.

<http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=10>

After the demonstration, have students create a timeline of baseball history from 1900 to the present on the bulletin board. The timeline should place a special focus on the White Sox but also include general baseball facts from across the country and the world.

First determine several categories for historical research such as the invention of the game, rules, uniforms, ballparks, lingo, Chicago teams, etc. Then divide students into small groups to research the categories. (Suggested reference sources are listed under the Materials & Resources section. If possible, ask your school librarian to share his or her suggestions with students as well.) Remember, the objective is to have students understand change over time and how historical events connect together.

After allowing time to have students gather illustrations, sentences, or short paragraphs, have them post their findings on the timeline.

## Materials & Resources

- ***A Tough Call* background information:**  
<http://www.chicagohistory.org/greatchicagostories/toughcall/background.php>
- ***A Tough Call* artifact image set:**  
[http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts\\_tough\\_call.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_tough_call.pdf)
- ***A Tough Call* map interactive:**  
<http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=10>
- **“Baseball” in the *Electronic Encyclopedia of Chicago*:**  
<http://encyclopedia.chicagohistory.org/pages/114.html>
- **“History of the Game” at the Major League Baseball website:**  
<http://mlb.mlb.com/mlb/history/index.jsp>
- **Nonfiction books from the Chicago Public Library:**  
*Take Me Out to the Ball Game* by Jim Burke  
*The Chicago Black Sox Trial: A Primary Source Account* by Wayne Anderson  
*The History of the Chicago White Sox* by Wayne Stewart  
*Chicago White Sox* by Richard Rambeck  
*Eight Men Out* by Eliot Asinof  
*America at Bat: Baseball Stuff and Stories* by Paul Rosenthal  
*Catching the Moon, the Story of a Young Girl’s Baseball Dream* by Crystal Hubbard

## **Instructional Notes**

Decide in advance how elaborate you want the timeline to be. You may want to have students continue their research through the end of the class period and/or as a home connection, then post their findings at the beginning of the next lesson. You may also decide to continue this activity over the course of the unit by adding more information day by day.

## **Extension Activities**

Perform a character study. List characters from the story on a chart and identify their specific contributions. Evaluate each character's significance, ranking him or her in order of importance to the story based on student opinion.