

A Tough Call

Lesson 4: “Found” Poetry (Part 2)

Focus Questions

What was the Black Sox scandal?
What long-term effects did the Black Sox scandal have on baseball and the city of Chicago?
Is it ever okay to cheat?

Core Understandings

Students will understand that the Black Sox scandal is an important part of Chicago’s history and culture. They will understand that everything in Chicago’s history has a story behind it, just as everyone has a story to tell.

Knowledge

Students will know key historical facts about Chicago baseball and the White Sox. They will know what a scandal is and that sometimes moral decisions can have a major impact on history and culture.

Skills

Students will be able to read with understanding and fluency. They will be able to make intellectual and emotional judgments about the power of language and discern between fact and fiction. They will use their language arts skills to express their opinions and formulate questions for personal and collective inquiry.

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.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

In This Lesson

Students will present the found poems they created in Lesson 3 and take on the ethical challenge of Danny’s struggle through both group discussion and written reflection. The story element of conflict is addressed. This lesson was researched and written by Amy Andrews.



Activity

Begin the lesson by having students share their found poem from the Lesson 3 Home Connection. Discuss as a class some of the themes that were drawn out from the story and the personal connections that students were able to make with the characters.

Continue with a journaling assignment. Have students write about what they would do if they were in Danny’s situation.

Lesson 4 Home Connection

Have students think about some of the poems they heard in class and ponder the power of words. Have them come up with a list of one-word themes that are important to the meaning of the story such as cheating, decisions, honesty, scandal, family, honor, greed, etc. Also have them write at least three “unanswerable” questions that could lead to meaningful discussion and/or possible debate. Students should be prepared to share their ideas with the group during the next class period.

Materials & Resources

- *A Tough Call* story:

http://www.chicagohistory.org/greatchicagostories/pdf/story/A_Tough_Call_by_Pamela_Dell.pdf

Instructional Notes

If time allows, add to the timeline begun in Lesson 2. Be sure to refer back to these essential questions: How and why is the game of baseball important to Chicago history? What long-term effects did the Black Sox scandal have on the game of baseball and the city of Chicago? How has the game of baseball changed over time?

Check for understanding: What have students discovered about the significance of baseball? Why is change over time something we need to understand and learn from?

Extension Activities

Have students describe their individual contributions to the class timeline and what they were trying to teach with their choice(s).

View an episode from the PBS video documentary *Baseball* by Ken Burns. Choose the episode you feel is most relevant to your unit.