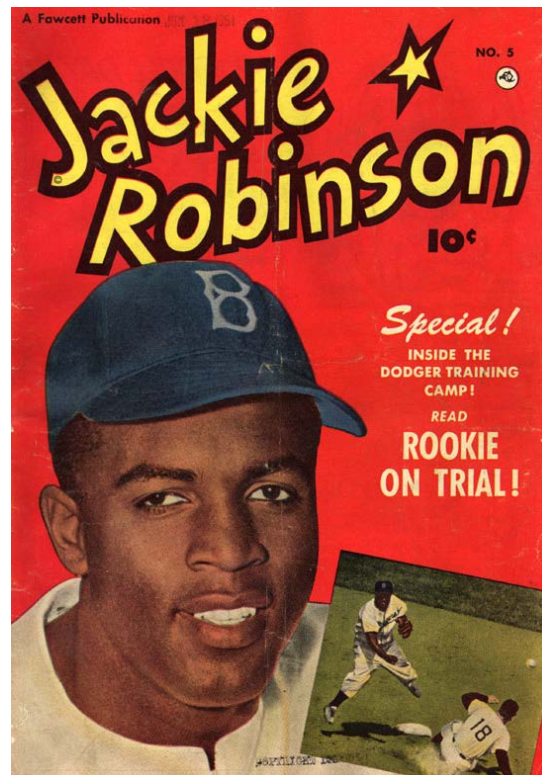




## Discover the Jackie Robinson Ballpark: A Lightning Lesson from Teaching with Historic Places



(Library of Congress)

### Introduction

“Separate but equal” laws segregated society and culture in the United States for the first half of the 20<sup>th</sup> century. After World War II, the tide began to turn and one place where Americans saw a change was in professional sports. In 1946, African American baseball player and military veteran **Jackie Robinson** became the first black man to play on a white team in a segregated league. With support from his wife and community, he broke that “color barrier” during spring training in Daytona Beach, Florida, at the City Island Ballpark.

Robinson earned the title Rookie of the Year in 1947, played in the World Series in 1955, and was a passionate Civil Rights activist when his athletic career ended. The “City Island Ballpark” is on the National Register of Historic Places for its association with him and renamed in his honor. This lesson explores Jackie Robinson’s life and the events of 1946, racism and “**Jim Crow**,” pop culture’s influence on laws, and the historic ballpark.

# ***Teaching with Historic Places*** ***Discover the Jackie Robinson Ballpark***

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### About This Lesson

This lesson is based on the National Register of Historic Places registration files for [Jackie Robinson Ballpark](http://focus.nps.gov/pdfhost/docs/nrhp/text/98001253.pdf) (<http://focus.nps.gov/pdfhost/docs/nrhp/text/98001253.pdf>), formerly known as Daytona City Island Ballpark, (with [photos](http://focus.nps.gov/pdfhost/docs/nrhp/photos/98001253.pdf) <http://focus.nps.gov/pdfhost/docs/nrhp/photos/98001253.pdf>) and other sources. Jean West, an education consultant, wrote the first edition of this lesson in 2015 and it was redeveloped in the Lighting Lesson form in 2017. *Discover the Jackie Robinson Ballpark: A Lightning Lesson from Teaching with Historic Places* was edited by staff at the National Park Service Cultural Resources Office of Interpretation & Education, including historian Katie Orr and Samantha Nelson, a librarian and NCPE intern. This lesson is one in a series that brings the important stories of historic places into classrooms across the country.

### Objectives

1. To describe the effects of Jim Crow in the early 20th Century;
2. To explain how society and law can be affected by popular culture, like sports;
3. To complete a creative arts project about the Civil Rights movement OR To identify a local African American historic site and research its significance.

### Materials for students

**The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.**

1. Map showing The Daytona Beach and City Island Ballpark in Florida;
2. One Reading about segregation, Daytona Beach, and Jackie Robinson;
3. One Photograph of the cover of a comic book featuring Jackie Robinson
4. One Photograph of the ballpark in contemporary times

### Visiting the site

Jackie Robinson Ballpark and Museum is located at 105 E. Orange Avenue on City Island in Daytona Beach, Florida. Jackie Robinson Ballpark and Museum is open 9:00 to 5:00 daily. Plaques along its Riverwalk commemorate Jackie Robinson's athletic and civil rights accomplishments and may be visited for free. The ballpark is open to the public during ticketed games and special events. For more information about times and dates for tours, contact the Daytona Cubs by calling (386) 257-3172, or visiting the ballpark's [website](http://daytona.cubs.milb.com/index.jsp?sid=t450) at <http://daytona.cubs.milb.com/index.jsp?sid=t450>.

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### Where this lesson fits into the curriculum

**Time Period:** Mid-20th Century, Civil Rights Era

**Topics:** This lesson can be in U.S. history, social studies, and other curricula that examine African American history and civil rights in the United States following World War II.

### **Relevant United States History Standards for Grades 5-12**

*This lesson relates to the following [National Standards for History from the UCLA National Center for History in the Schools](#):*

#### **US History Era 9**

**Standard 4A:** The student understands the “Second Reconstruction” and its advancement of civil rights.

### **Relevant Curriculum Standards for Social Studies**

*This lesson relates to the following [Curriculum Standards for Social Studies from the National Council for the Social Studies](#):*

#### **Theme I: Culture**

- Standard C: The student explains and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- Standard E: The student articulates the implications of cultural diversity, as well as cohesion, within and across groups.

#### **Theme II: Time, Continuity, and Change**

- Standard B: The student identifies and uses key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Standard C: The student identifies and describes selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.
- Standard E: The student develops critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

#### **Theme III: People, Places, and Environments**

- Standard B: The student creates, interprets, uses, and distinguishes various representations of the earth, such as maps, globes, and photographs.
- Standard G: The student describes how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.

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- Standard H: The student examines, interprets, and analyzes physical and cultural patterns and their interactions, such as land uses, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- Standard I: The student describes ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

### Theme IV: Individual Development and Identity

- Standard C: The student describes the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
- Standard E: The student identifies and describes ways regional, ethnic, and national cultures influence individuals' daily lives.
- Standard F: The student identifies and describes the influence of perception, attitudes, values, and beliefs on personal identity.

### Theme V: Individuals, Groups, and Institutions

- Standard B: The student analyzes group and institutional influences on people, events, and elements of culture.
- Standard E: The student identifies and describes examples of tensions between belief systems and government policies and laws.

### Theme VI: Power, Authority, and Governance

- Standard H - The student explains and applies concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

### Theme X: Civic Ideals and Practices

- Standard A: The student examines the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- Standard E: The student explains and analyzes various forms of citizen action that influence public policy decisions.
- Standard F: The student identifies and explains the roles of formal and informal political actors in influencing and shaping public policy and decision-making.

## Relevant Common Core Standards

*This lesson relates to the following Common Core English and Language Arts Standards for History and Social Studies for middle and high school students [http://www.nchs.ucla.edu/history-standards/common-core-standards-1-1]:*

- CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



**Getting Started**

How can sports and popular culture change public opinion?

What historic place might you study to answer this question?

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### Locating the Site

Map 1: Aerial Photographic Map, Daytona Beach, Florida, March 13, 1958.



(State University Libraries of Florida, Publication of Library, Archival, and Museum Materials, Aerial Photography: Florida: <http://ufdc.ufl.edu/UF00071789/00016/74?n=palmm>)

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### **Questions for Map 1**

**1)** Where is the city's baseball stadium? How can you tell? Provide evidence to support your answer.

**2)** What recreation activities do you think the city's residences participate in? Why do you think Americans might like to travel to this city?

**3)** Write down the name of a sports team in your community or state. Can you name a famous player? If so, who? In what ways might sports (teams, players, stadiums) play a role in your community?



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### Determining the Facts

#### Reading 1: Jim Crow, Jackie Robinson, and City Island Ballpark

Segregation laws in the United States in the 1900s were not the same in every state and town. These oppressive policies were usually harsher in southern states like Florida. Public spaces and services were often reserved for white people or people of color. This system of racial segregation is known as “Jim Crow.” Segregation was part of American society, culture, and law. But in 1947, African American Jackie Robinson made a brave stand against racial segregation at City Island Ballpark in Daytona Beach, Florida, when he “broke the color barrier” in baseball.

Even before Robinson arrived to play baseball, Daytona Beach's segregation laws were less severe compared to laws in other Florida towns in the mid-1900s. African American political activist Mary McLeod Bethune resided there. She worked with white residents to register African-American voters. By 1937, half of the adult black citizens of Daytona Beach were eligible to vote. They faced dangerous opponents, including white supremacist organizations like the Klu Klux Klan, and struggled to win over white Americans who were uneasy about change. Bethune's activism led to white town leaders easing segregation in Daytona Beach. Of course, politicians wanted to court the African American voters.

After World War II and the Great Depression, politicians also wanted to attract tourists to boost the Daytona Beach economy. The city's mayor and a professional baseball manager, Branch Rickey, came up with an idea: bring the famous Brooklyn Dodgers and Montreal Royals baseball teams to the city for spring training in 1947. Baseball at the time was divided into white teams and black teams. Branch Rickey wanted to end segregation. The city mayor promised that the two new African American Royals players, Jackie Robinson and Johnny Wright, could play at the segregated City Island Ballpark. However they would have to obey segregation laws outside the stadium.

Jackie Robinson was used to segregation and was not surprised when it made his trip to Florida difficult. Airlines told Jackie and his wife, Rachel, that the flights from California to Florida were full but he witnessed white passengers boarding the planes instead of them. They took a bus and the bus driver ordered them to move to the back. Jackie did not challenge the bus driver. He knew the media spotlight would be on him and he did not want to do anything that could hurt his chance to play professional ball. He was right. Journalists were eager to see the man who might break the color barrier in baseball. They waited at the bus depot for him to arrive.

That spring, the city's African American community gave the Robinsons a place to live and social support. His wife was a nurse and she cared for his sports injuries. At work, Jackie Robinson's team and manager challenged the white supremacists who tried to keep baseball segregated. Robinson trained hard and eventually earned a chance to play for the Dodgers.

On March 17, 1947, City Island Ballpark filled to standing-room only with press and fans. Robinson was up to bat and ready to play ball for the African Americans were required to view the game from a segregated area behind first base. The grandstand was for “whites only.” Jackie Robinson played five innings, stole second base, and scored for the Royals. He was real competition for the Dodgers players, who would become his own teammates the following year. On this day, black and white Major League players faced each other on the field and in front of a paying audience for the first time in over 50 years.

Segregation in Daytona Beach started to crumble after that game. The US began to dismantle it across the nation over the next decade. The U.S. Supreme Court ruled in 1954 that “separate

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but equal” segregation laws were unconstitutional. Many states and cities took years to change their own racist laws. During this time, lawsuits, marches, protests, and boycotts happened all over the country. This was the Civil Rights Movement that worked to end segregation, oppression, and to change laws ruled unconstitutional in 1954. Some cities were still reluctant to change. The Civil Rights Act of 1964 ended discrimination in public places and baseball’s minor leagues integrated in 1964.

On October 22, 1998, the National Register of Historic Places added this ballpark. This helps protect and preserve it so people can learn and appreciate its history.

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### **Questions for Reading 1**

- 1)** List three examples of racist segregation described in this reading. For each example, describe how that example affected Jackie Robinson personally.
  
- 2)** How did the historic place, City Island Ballpark, promote segregation and racism in the United States? What role did it play in ending legal segregation? Use evidence from the Reading to support your answer.
  
- 3)** Was Jackie Robinson successful more because of his own skill and courage or because of the people who helped him? Take a position. Use evidence from the reading and from other classroom work or your own experiences to support your argument.
  
- 4)** Jackie Robinson challenged American society and culture. Name an athlete or other cultural icon who is alive today who did something similar. What is/was this person's political cause? How did they express their political cause? How might this person's actions affect their society? Explain.

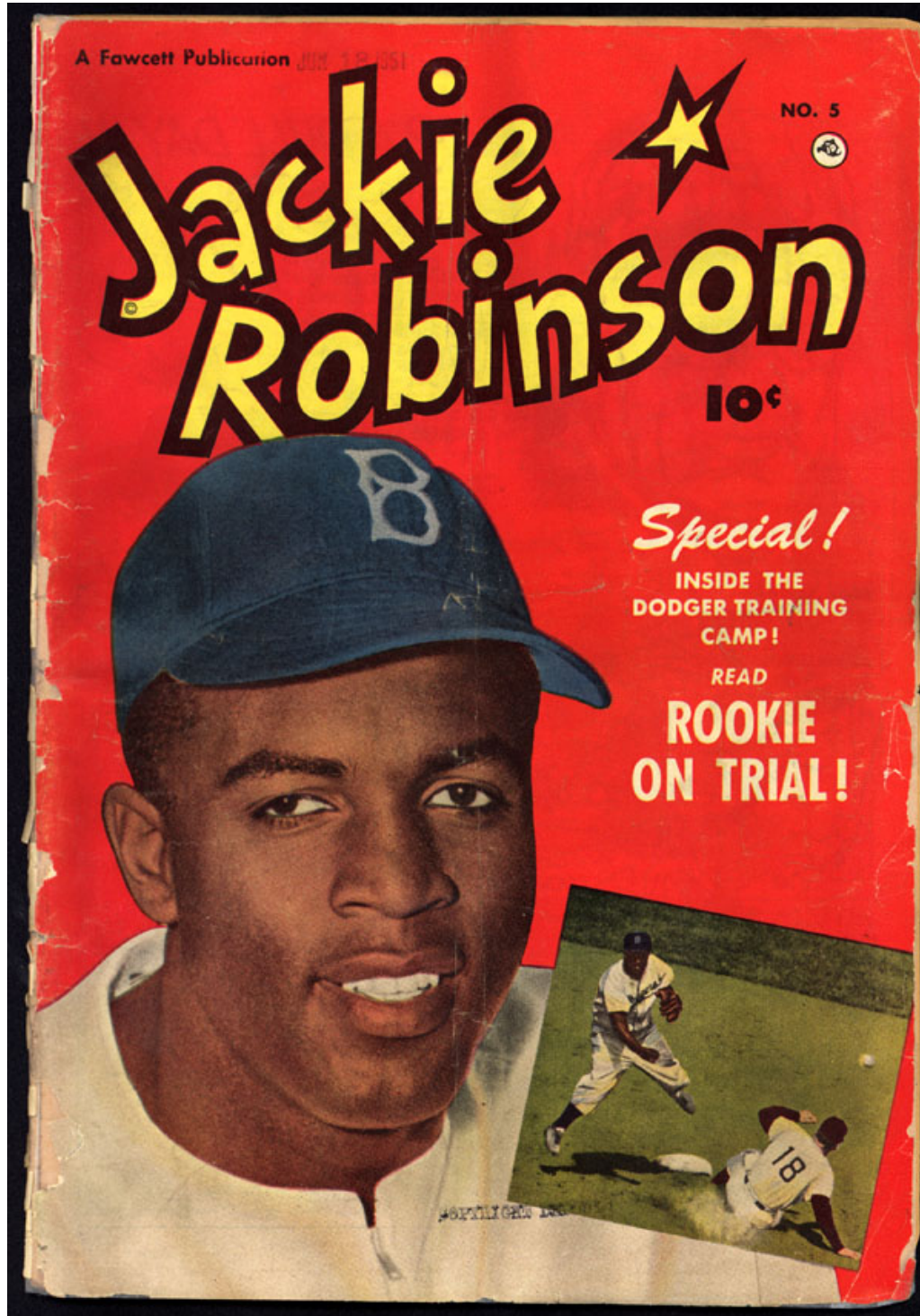
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**Visual Evidence**

**Photo/Image 1: Front Cover of *Jackie Robinson* Comic Book, 1951.**



(Public Domain image courtesy Library of Congress: <https://www.loc.gov/item/97519504/>)

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### **Questions for Photo/Image 1**

**1)** Who do you think the audience was for this image? Why do you think so?

**2)** What is a “rookie”? What kind of “trial” is this? What kind of information is in the comic book, based on the cover?

**3)** In what ways might positive images of Jackie Robinson have affected Americans in the early 1950s? Why do you think so?

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### Visual Evidence

**Photo 2: Daytona Cubs vs. Brevard County Manatees, at Jackie Robinson Ballpark in Daytona Beach, April 6, 2013.**



*(Photo courtesy Gamweb via Wikimedia Commons:  
[https://commons.wikimedia.org/wiki/File:Daytona\\_Cubs\\_P4060021.JPG](https://commons.wikimedia.org/wiki/File:Daytona_Cubs_P4060021.JPG))*

Before desegregation, white spectators sat in the shaded grandstand in the top-right. Non-white spectators watched from the area with white tents behind First Base. The grandstand at the bottom of the image was built after Robinson's era.

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## **Questions for Photo/Image 2**

**1)** Who is using this place? What groups of people can you identify in the image?

**2)** How do you think segregated seating at this ballpark affected black and white Americans who attended games in the 1940s? Give one way it affected them in the park and one way it affected them outside of the park. Explain your answer.

**3)** Name a place you visit, in your own life, where some people are treated differently than others because of their identity. (Consider age, race, ethnicity, religion, gender, etc.) How are you treated in that place? How might someone be treated differently from you at that place? What law or cultural values do you think might support this difference?

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### **Optional Activity 1**

#### **Arts, Sports, and Civil Rights: Hold a Jackie Robinson Memorial Game**

In this activity, bring sports and the arts together to teach Civil Rights history. First, coordinate with the physical education teachers to schedule a commemorative Jackie Robinson baseball game at your school. Students may form the two teams from your own class, but you may also want to have your class play against another class in the same school or against students from another school learning about the same topics. You may want to hold the game on or close to the anniversary of Jackie Robinson's debut, March 17.

Ahead of the game, assign to your students a creative arts project. Ask students to each write song lyrics, a poem, short skit, or historical fiction that describes a historic event or honors a leader from the mid-1900s Civil Rights movement. The project should include a short bibliography to cite their research for the project. Ask for volunteers or select students to perform their projects at the ballgame, either as part of opening remarks, a program during the game, or displayed at the stadium or in the school halls.

The music, choir, or band instructor may be able to contribute sound equipment for your students' performances. Consider contacting the ROTC to arrange a color guard and be in touch with the local media, including the school newspaper or television crew, to cover the game and your students' creative arts.



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### Optional Activity 2

#### African American Heritage in Your State

Ask students to investigate the area in which you live and compile a list of historic places related to African American history. Divide the class into teams of three to five students. Each team should select one site, conduct research into its history, and prepare a report on the site. The format of the final report may be a written essay, an oral presentation, a poster or computer slideshow. If students are unsure about where to start their research, here are some possibilities:

- Interview the current resident and/or owner of the site, or someone who presently works there. Locate older members of the community who may be able to contribute recollections, old photographs, or vintage news clippings to the investigation.
- Check the school library, including vertical files, for information about the site.
- Go to the public library and check out the local history and genealogical resources there, as well as vertical files, local periodicals that may be on microfilm or microfiche, and Internet sources about the community.
- Contact the historical society or historical preservation commission in the community for information about the site.
- Public records, including old maps, available at the county courthouse or town clerk's office may help trace changes in ownership, subdivision of land, and building modifications.
- Determine if a nomination form for the National Register of Historic Places exists for your site. For more information, visit the [National Register of Historic Places website](http://www.nps.gov/history/nr/) [www.nps.gov/history/nr/].

When finished with their research, students may offer to make a presentation of their findings to the historical society or local architectural preservation group. They might want to send copies of their reports to these groups, especially if there is an ongoing effort to nominate the site to the National Register.

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### References and Contributing Resources

#### Reading 1

*Reading 1* was compiled from Chris Lamb, "I Never Want to Take Another Trip Like This One': Jackie Robinson's Journey to Integrate Baseball," *Journal of Sport History* 24, no. 2 (Summer 1997); Arnold Rampersad, *Jackie Robinson, A Biography* (New York: Alfred A. Knopf, 1997); and Rachel Robinson, *Jackie Robinson, An Intimate Portrait* (New York: Harry N. Abrams, Inc. 1996).

Broward Liston., *Waves of Challenge: A History of the Daytona Beach/Halifax Area.* (Dallas, Texas: Taylor Publishing Company, 1996), 82.

Arnold Rampersad, *Jackie Robinson, A Biography.* (New York: Alfred A. Knopf, 1997), 139-141.

Rachel Robinson. *Jackie Robinson, An Intimate Portrait* (New York: Harry N. Abrams, Inc. 1996), 50.

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### Additional Online Resources

#### Jackie Robinson Ballpark and Museum

The Daytona Cubs, affiliated with the Chicago Cubs, play at Jackie Robinson Ballpark. Their [website](#) includes a history of the ballpark, photographs, tour and schedule information.

#### Library of Congress

The Library of Congress has an online exhibit on Baseball and Jackie Robinson, available at its [website](#). The exhibit includes a timeline and essays about baseball and segregation.

#### The National Archives and Records Administration

The National Archives reaches out to teachers with its excellent [Digital Classroom web feature](#), which includes generic document worksheets for written documents, cartoons, photographs, maps, artifacts, posters, and sound recordings.

In addition to its Teaching with Documents ["Beyond the Playing Field" lesson plan](#), which focuses on Jackie Robinson as a civil rights advocate after leaving baseball, there are additional lessons with documents about desegregation, including the landmark Supreme Court case, Brown v. Board of Education.

#### Federal Bureau of Investigation

The FBI collected [several files on Jackie Robinson](#) in connection with his activity in the Civil Rights movement and also in relationship to baseball, including a personal threat if he helped the Dodgers win the pennant.

#### National Baseball Hall of Fame and Museum

Jackie Robinson's [feature page](#) at the [National Baseball Hall of Fame website](#) includes video clips demonstrating his playing style, biographical information, a 1996 interview with Branch Rickey's talent scout (Clyde Sukeforth), and text of Robinson's induction speech from 1962 into the Hall of Fame.

#### Major League Baseball

Visit [Major League Baseball's website](#) to view the statistics of Jackie Robinson's major league career.

#### The Jackie Robinson Foundation

Rachel Robinson established the Jackie Robinson Foundation in memory of her husband. Its mission is to advance higher education among underserved populations by providing scholarships, internships, and related opportunities. Visit the Foundation [website](#) to find out more.

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A Fawcett Publication JULY 18 1951

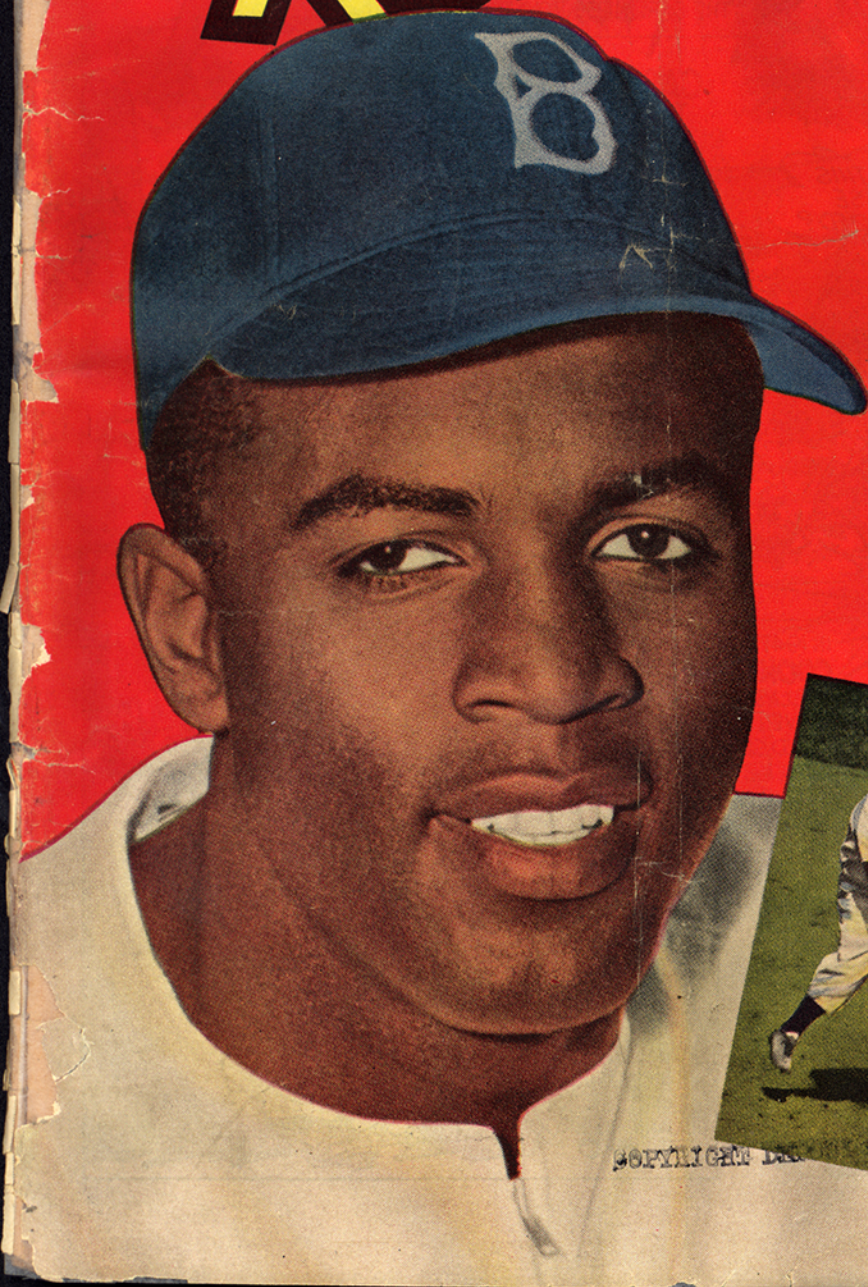
# Jackie Robinson



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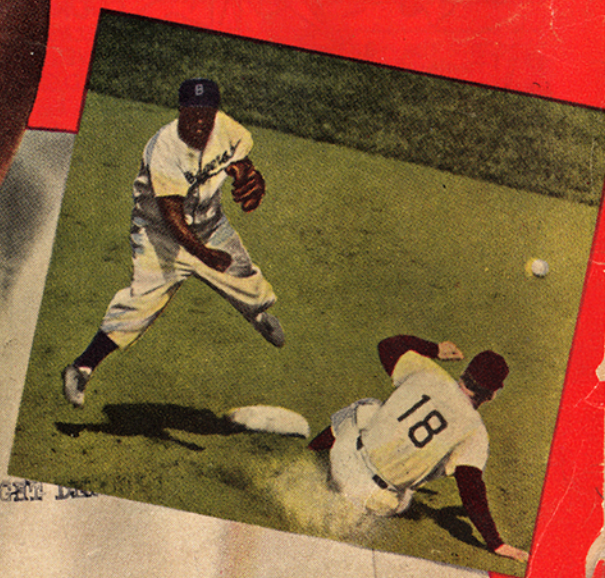


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