Mad River Theater Works’
EVERYBODY’S HERO: THE JACKIE ROBINSON STORY
Educator Resource Guide

FOX CITIES PERFORMING ARTS CENTER
Where the Arts Come Alive!
Dear Educator —

We are excited to welcome you to the 2016-17 Season, filled with engaging artistic and educational opportunities for you and your students. Join us as we celebrate the voices of community and culture that have the power to unite us all. As part of The Boldt Company Beyond the Stage Education Program, this resource guide will provide you with lesson ideas to prepare your students for the upcoming performance. Please feel free to adapt any of the activities in this guide to make them appropriate and meaningful to your students.

When Jackie Robinson stepped onto the baseball field nearly 70 years ago, he forever changed the face of our nation and national pastime. *Everybody’s Hero: The Jackie Robinson Story* will tell of the events that shaped his character, his struggles to gain acceptance and his overcoming of the tremendous obstacles in his life. Students will be caught up in the true life story as they watch the play, accompanied by live music, unfold.

We look forward to recognizing each unique voice and providing a platform for expression through the arts. From lesson ideas and professional development workshops to backstage tours, allow us to partner with you to provide students with exciting educational opportunities!

For questions contact the education sales department (920) 730-3726 or educationsales@foxcitiespac.com.
WELCOME TO THE FOX CITIES P.A.C.
We are in need of an audience – are you up for the part?

THEATER ETIQUETTE
• When entering the Fox Cities Performing Arts Center, remember to show respect for others by waiting your turn and speaking quietly.

• Remember that during the performance the live performers can see and hear you. Even the smallest sounds can be heard throughout the theater, so it is best to remain quiet so everyone can enjoy the performance.

• Applause is the best way to express how much you enjoyed the performance!

• Important things to remember:
  • Student backpacks, gum, drinks and food are not allowed in the theater.
  • Cell phones should be turned off and stowed.
  • Note that recording or taking photos in the theater is strictly prohibited; however, photos may be taken in the lobby.
  • It’s a long way down – please do not drop items off balconies.

This study guide was created for you by the Education Team as a part of The Boldt Company Beyond the Stage Education program. To download copies of this study guide or to find additional resources for this performance or view past study guides please visit: www.foxcitiespac.com

Questions about your show reservation? Contact our education sales team at educationsales@foxcitiespac.com or call (920) 730-3726.

ENJOY THE SHOW!

INFORMATION FOR TEACHERS

Be prepared to arrive early – You should plan on arriving to the Center 30 minutes before the show. Allow for travel time, parking and trips to the restroom.

Know your needs – To best serve the needs of you and your students, please indicate in advance if you have individuals who require special services or seating needs upon making your reservation.

Seating – Seating is based on a number of factors including when the reservation is made, size of group, students’ ages and any special seating needs.

DID YOU KNOW?
• Thrivent Financial Hall has a stage larger than any Broadway theater in New York’s infamous theater district.

• The Center has ten dressing rooms backstage.

• Thrivent Financial Hall has a maximum of 2072 seats.
WISCONSIN ACADEMIC STANDARDS

To assist you in your planning the Wisconsin Academic Standards that are most likely to connect with this performance are listed below.

SOCIAL STUDIES
GEOGRAPHY: Students in Wisconsin will learn about geography through the study of the relationships among people, places and environments.

HISTORY: Students in Wisconsin will learn about the history of Wisconsin, the United States and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships and analyze issues that affect the present and the future.

BEHAVIORAL SCIENCES: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

MUSIC
ANALYSIS: Students in Wisconsin will analyze and describe music.

THE ARTS: Students in Wisconsin will relate music to the other arts and disciplines outside the arts.

HISTORY AND CULTURE: Students in Wisconsin will relate music to history and culture.

THEATER
PLAY READING AND ANALYSIS: Students in Wisconsin will attend live theater and read plays, be able to analyze and evaluate the play and articulate (create meaning from) the play’s message for individuals and society.

RESEARCH AND ANALYSIS: Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.
ABOUT THE COMPANY

Mad River Theater Works is a professional theater company based in the rural village of Zanesfield in Logan County, Ohio. For decades it has been their mission to make and produce plays with original music that defines the American spirit and endeavor to understand complex urban issues from a non-urban point of view. Productions are based on American history and folklore and have earned a reputation of being authentic presentations that bring the audience to the actual “between a rock and hard place” of the human experience. Since 1978 the artists at Mad River have created a large body of work based upon pivotal moments from America’s collective past that reflects upon the rich diversity of common heritage.

ABOUT THE SHOW

At the start of the summer of 1947, television was brand new, the sound barrier had never been broken, and baseball was a white man's game. By the time the fall arrived, all that had changed. President Truman addressed the nation for the first time on TV, Chuck Yeager flew faster than any at batman ever had and Jackie Robinson became the first African-American to play major league baseball. It was no accident that Jackie Robinson was chosen as the first ballplayer to break the color barrier in the sport known as America's pastime.

There were plenty of good athletes in the Negro Leagues: some maybe even better than Jackie. But when Branch Rickey decided to add a black person to the Brooklyn Dodgers, he knew that individual had to be special. He had to be strong enough to stand up to the teammates who would abuse him, and the pitchers who would throw at him, and the fans who would send him death threats. He had to be able to turn the other cheek, to show that he was bigger than all that. He had to prove that he could be everybody's hero.
LESSON ONE: BREAKING BARRIERS

OBJECTIVE: Students will learn about overcoming obstacles and the important step that Jackie Robinson took to break the color barrier.

MATERIALS
Paper
Writing utensils
Internet access

OPENING DISCUSSION
“Life is not a spectator sport. If you are going to spend your whole life in the grandstand just watching what goes on, in my opinion you are wasting your life.” This quote by Jackie Robinson gives us insight into how he lived his life. Why do you think he believed it was so important to “get in the game” and work towards something?

WARM UP
• Tell students that today they are going to look at some of the qualities that help people overcome obstacles and succeed when the going gets tough.
  • Share that to begin, students should think of a time when something was really hard, but they succeeded or a time when you witnessed someone facing a big challenge and managed to handle it.
• Have students take a clean piece of paper and instruct that instead of discussing it, you would like them to write about it.
• Instruct students to summarize two things: 1) What was the problem or obstacle faced? 2) What were the things you or someone else did to overcome that challenge?

DID YOU KNOW?
Baseball is a bat and ball game played between two teams of nine players each, who take turns batting and fielding. The batting team attempts to score runs by hitting a ball that is thrown by the pitcher with a bat swung by the batter, then running around a series of four bases (first, second, third and home plate). A run is scored when a player advances around the bases and returns to home plate.

Players on the batting team take turns hitting against the pitcher of the fielding team, which tries to prevent runs by getting hitters out. A batting team player who reaches a base safely can attempt to advance to the next bases during teammates’ batting turn. The teams switch between batting and fielding whenever the fielding team records three outs. One turn batting for both teams constitutes an inning. A game is composed of nine innings and the teams with the greater number of runs at the end of the game wins.

Source: www.wikipedia.org
• Divide students into groups based on the number of spots in each row on the floor (remember to keep one extra!)
• Instruct your first group of students to line up on a spot and work together to cross the room.
  • Once the team has successfully crossed the room, start the second team.

ACTIVITY
• Following the warm up activity, pass out paper and pencils to students. Ask them to reflect on the experience and how they overcame the difficulties faced in the simple activity.
• Explain to students that you are going to explore the life of an individual who overcame one of greatest barriers in America - segregation.
• Read students a biography of Jackie Robinson and as a class discuss what obstacles he faced in his life. How did he work to overcome the barriers he encountered? How did his bravery pave the way for others?
• Divide students into groups and instruct them to discuss characteristics of Robinson that they noticed in the story. When he was insulted or abused by others because of his skin color how did he respond?
• Watch the video clip with students:
  www.video.scholastic.com/services/player/bcpid4655770842001?bckey=AQ~~,AAAAAFv844g~,BASb5BU03X_NNL0cr-Edom54ZUY8LN2c&bctid=4748565873001

CLOSING DISCUSSION
Do you think it was important for Jackie Robinson to have people who supported him? How does facing obstacles become easier when you know you have a team supporting you? How does it make it more difficult if you don’t have a team?
LESSON TWO: SEPARATE BUT EQUAL?

OBJECTIVE: Students will look at Jim Crow laws and segregation that Jackie Robinson experienced.

MATERIALS
Internet access  Computers

OPENING DISCUSSION
How did integration with baseball happen? It happened because enough people believed the system was wrong and took a stand for what they believed in. It wasn’t enough for them to look at the situation and see the flaws, they needed to step up and speak out about the injustices faced within the sport. It was through bravery, stamina and courage that caused a change in not only a favorite American pastime but also a mindset.

WARM UP
• Share with students that segregation did not end completely one day on the baseball field, although it did make progress. Ask students to describe what they know of segregation.
• Define constitutional rights to students and discuss various examples. Explain that during Jackie Robinson’s lifetime many lived by the mentality of “separate but equal.” Ask students to share what they think this statement means. Show student visuals on Jim Crow laws and discuss the Jim Crow laws with students (Resource: www.ferris.edu/jimcrow/what.htm)

DID YOU KNOW?
By the 1940s, organized baseball had been racially segregated for many years. The black press and some of their white colleagues had long campaigned for the integration of baseball. Wendell Smith of The Pittsburgh Courier was especially vocal. World War II experiences prompted more people to question segregation practices.

Although several people in major league baseball tried to end segregation in the sport, no one succeeded until Brooklyn Dodger's general manager Branch Rickey set his “great experiment” into motion. In 1945, the Jim Crow policies of baseball changed forever when Branch Rickey and Jackie Robinson of the Negro League's Kansas City Monarchs agreed to a contract that would bring Robinson into the major leagues in 1947.

In addition to racial intolerance, economic and other complex factors contributed to segregation in baseball. For example, many owners of major league teams rented their stadiums to Negro League teams when their own teams were on the road. Team owners knew that if baseball were integrated, the Negro Leagues would probably not survive losing their best players to the majors, major league owners would lose significant rental revenue, and many Negro League players would lose their livelihoods. Some owners also thought that a white audience would be reluctant to attend games with black players. Others saw the addition of black players as a way to attract larger white as well as black audiences and sell more tickets.

Source: www.loc.gov
Jack Roosevelt Robinson was born on January 31, 1919 in Cairo, Georgia. He was the youngest of five children. Jackie’s father left the family shortly after he was born and Jackie never saw him again. His mother Millie raised him and his three brothers and sister. Jackie’s mother grew up watching his older brothers excel in sports and his brother Mack became a track star who won a silver medal in the 200-meter dash in the 1936 Olympics.

Jackie loved to play sports. In high school he ran track and played football, baseball, tennis and basketball. After college, Robinson went to play professional football, but his career came to a quick end with the start of World War II. After leaving the army in 1944, Robinson began to play professional baseball for the Kansas City Monarchs. The Monarchs were part of the Negro Baseball League and at this time in history, black players were not allowed to play in Major League Baseball. While playing for the Monarchs, he was approached by Branch Rickey, the general manager of the Brooklyn Dodgers. Branch wanted to sign an African-American player to help the Dodgers win the pennant. When he approached Robinson, Branch told Jackie that he would certainly face all sorts of racism when he first went to play for the Dodgers. Jackie first went to play in the minor leagues for the Montreal Royals and dealt with constant racism, but he held his anger inside and played hard. He led the league with a .349 batting average and won the leagues’ MVP award. At the start of the 1947 season, he was called to join the Brooklyn Dodgers. On April 15, 1947 he became the first African-American to play baseball in the major leagues.

Source: www.duckster.com

**ACTIVITY**

- Share with students that pictures can bring about deep emotions and thoughts. Have you ever seen a picture that made you laugh? Cry or think? Could you provide an example?
- History has been documented through photography and paintings. Why do you think it is important to visually document events instead of using only words?
- Explain to students that storyboards are used as a tool to visually tell a story and are created around a central theme. Each storyboard has a specific order so the viewer will understand the story one is trying tell.
- Instruct students that they will select five pictures based on the theme of “The Days of Segregation.”
- Lead a discussion on some things that people would have seen during the racial segregation. Have students brainstorm whose perspective they will tell their story from.
- Dismiss students to work on finding visuals through the Library of Congress. (www.loc.gov)
  - Instruct students to explore the Prints & Photographs under the Collection Highlights.
  - Searches could include: civil rights, freedom riders, racial segregation, etc.
- Students should save their images digitally and load them into a digital presentation.
  - Remind students to cite their sources.
  - Have students make sure the pictures they select adequately tell their story and to remember they can only use five.
- Once students have selected their images, have them write one sentence that describes each of the chosen pictures and moves their story.
- Have students share their stories with the class.

**Closing Discussion**

How does having a visual reminder of history help you better understand what was happening during that time period? How does it bring history to life?
LESSON THREE: CHARACTERS OF LIFE

OBJECTIVE: Students will explore the characters in the Jackie Robinson story.

MATERIALS
Large blank paper
Drawing and writing utensils

OPENING DISCUSSION
In a play there are characters that perform the story on stage. In the play *Everybody’s Hero: The Jackie Robinson Story* many of the characters are based on people in real life. To determine how a character should act in a play, directors spend many hours interviewing people who knew the characters, researching their lives and how they behaved. Today we are going to explore some of the individuals in Jackie Robinson’s life by creating baseball cards for them.

WARM UP

- Explain to students that before you look at the people in Jackie Robinson’s life, let’s look at some other sports heroes in our lives today.
- Ask students to name their favorite sports heroes and write their responses on the board. Once you feel like you have an extensive list, erase all the athletes who are African American.
- Once you have erased them all, have the students tell you what all the erased athletes have in common.
- Discuss what life in the sports arena would be like if Jackie Robinson hadn’t broken the color barrier.

DID YOU KNOW?
The period before and immediately following the American Civil War found baseball becoming an increasingly popular sport in the United States. Before the modern printing techniques, a painted baseball-themed picture card was made. These pictures were called a ‘cabinet card’ or ‘carte de visite.’ The backing was made from cardboard and the large version cabinet cards were meant to be displayed on a cabinet and depicted famous players and teams. These cards not only depicted baseball themes, but also other pictures. Unlike the modern cards of today which are used for commercial purposes, these cards were made to be nothing more than mementoes.

In the 1860’s a sporting good company named Peck and Snyder printed up baseball cards and used them as advertisements for their products. One side featured a famous baseball team and the back featured advertisements and were passed out for free. Collecting trade cards and pasting them into scrapbooks quickly became one of the country’s most popular hobbies. Starting in the mid 1880’s baseball cards were mass produced and distributed nationwide for the first time. The tobacco company Goodwin & Co. produced small picture cards that were inserted into packs of tobacco. There were well over 2,000 different cards issued and as more tobacco companies began including cards in their cigarette packs, the more creative and attractive the cards became.

Source: www.cycleback.com
Did you know that “Take Me Out to the Ball Game” was written by a guy who had almost no interest in the sport? In fact, after he came up with the idea for the song, it took lyricist Jack Norworth over thirty years to get around to taking in his first major league game.

At the turn of the century, Norworth was a vaudeville entertainer, best known for his spirited hoofing and blackface routines. He also dabbled in songwriting. The story goes that in the summer of 1908, he was riding the New York subway when he saw a sign: “Baseball Today at the Polo Grounds!” The ad for the New York Giants home game got him thinking. Was there a better example of a nationally shared experience than a ball game? Always on the lookout for a new idea, he scribbled down a verse and chorus entitled “Take Me Out To The Ball Game.”

Norworth took the words to composer Albert Von Tilzer (who wasn’t much of a baseball fan either!) who recognized the potential hit and in less than an hour, dashed off the jaunty melody. The first recording was by Edward Meeker and was huge success that caused the sheet music and piano rolls of the song to flow out of music stores. While there had been other baseball songs – “The Baseball Polka,” “It’s Great at a Baseball Game” and the similarly titled “Take Your Girl to the Ball Game” only “Take Me Out” rose to the top. The song was an instant success and swept baseball fields.

By the 1950s, the song was the anthem of baseball’s seventh-inning stretch. It had also appeared in several movies. It is said the song is so good that it is probably familiar to 999 out of every 1,000 people in the United States!

Source: www.mentalfloss.com

ACTIVITY

• Before the class period, draw a basic outline of a baseball card on a large piece of paper. You will need a total of seven papers.
• Share with students that there were several individuals who were involved in Jackie Robinson’s story. Some of them included Branch Rickey, Rachel Robinson, PeeWee Reese, Enos Slaughter, Terry Moore and George Munger. Explain to students that today you will explore the other characters and their relationship with Robinson.
• Divide students into groups and assign each group a character from the story (Note: Assign one group Jackie Robinson).
• Instruct each group that they are going to create an enlarged baseball card that includes information and facts on their assigned individual.
• As a group instruct them to work together to find information on their character to include on their baseball cards.
• Instruct students to either find pictures of their character or draw a picture of them to go on the card.
• Once each group has completed, have them share about their person and the role they played in Jackie Robinson’s life. As a class, predict if the assigned people will make an appearance in the play.

CLOSING DISCUSSION

There were many people who supported Jackie Robinson in his life. Who do you think was the most influential in his work towards removing the color barrier?
LESSON FOUR: VALUES TO LIVE BY

OBJECTIVE: Students will explore the character traits that Jackie Robinson lived his life by.

MATERIALS
“Jackie’s Nine: Jackie Robinson’s Values to Live By” by Sharon Robinson
Open space

OPENING DISCUSSION
What are things in your life are important to you? Please share three things: one item, one personality trait and one way you use your time. These are called “values” and many people show what they value by how they behave, how they treat others and how they use their time. Jackie Robinson’s daughter wrote a book about the nine values she believed her dad held. Today we are going to explore the character traits we think of when we hear the name Jackie Robinson and the character traits that he strove for as a person.

WARM UP
• Before beginning a baseball game, all good teams warm up. Have students find an open space and put out their arms. If they are touching someone, have students move so that there is only space around them.
• Instruct students to stand with their legs hip width apart, knees straight, shoulders back and down and chin level with the floor.
• Have students imagine they are in a giant bubble and instruct them to push the bubble all around them.
• Sweep the bubble up in a big circle, high to low, then to the right and next to the left.
• The instruct students to reach up as far as they can with their arms and upper body in front. Then reach down to the ground (without bending your knees!) and let your head hang.

“The baseball features a rubber or cork center, wrapped in yarn, and covered, in the words of the Official Baseball Rules ‘with two strips of white horsehide or cowhide, tightly stitched together.’”

DID YOU KNOW?
On April 15, 1947, Jackie Robinson became the first African-American to play in the major leagues when he played his first game with the Brooklyn Dodgers. It was on this day that many look to as the breaking of the color barrier in Major League Baseball. Baseball’s “color barrier” signifies the time in American history when black – and brown-skinned players were kept out of the Majors. In 1947, Robinson broke through that barrier and opened the door for others to follow.

It took 13 long seasons before every Major League Baseball team had at least one African-American player on its roster. Today, Major League Baseball players come from around the world and continue to break barriers of culture, language, race and religion.

Source: www.scholastic.com
ACTIVITY

• Once students feel warmed up, have them find a seat.
• Lead a discussion with your class on what words could be used to describe Jackie Robinson’s life. As students share, write their responses on the board.
• Once you have a working list, have students find an open space on the floor.
• As a class, pick six words that best describe Robinson and work together to discover a way to represent the words with your bodies.
• Divide students into pairs and instruct the duo to create a movement that connects two of the descriptive words. Students can pair any of the words that they feel best describe Robinson.
• Going around the room have each pair share their movement. Instruct them to begin with “Jackie Robinson was ___________ and ___________.” then share their motions.
• After each pair shares, allow time for one constructive comment and one complimentary comment from the audience.
• Share with students that Jackie Robinson lived by nine values which included: courage, determination, teamwork, persistence, integrity, citizenship, justice, commitment and excellence.
• Instruct the pairs to work together to come up with a movement that depicts two of Robinson’s nine values.
• Allow students time to brainstorm and once they have determined their movement, have them once again come up with a transition movement to use between their two words.
• Going around the room, have each pair share their movements. This time instruct them to begin with “Jackie Robinson lived by the values of ___________ and ___________.
• Read a portion of the book “Jackie’s Nine: Jackie Robinson’s Values to Live By.”

CLOSING DISCUSSION
Jackie Robinson lived a life that many aspire to. He was brave, strong, kind and considerate of others. Although there were times he could have acted out in anger, he knew that he had an important road to pave for other African Americans. How can you use your life to help others around you or those who are younger than you? Out of Jackie Robinson’s nine values, what is the one you would most like to work on?
Don’t let this experience end with the drop of the curtain. Keep the conversation going with your students and reflect on the performance that you just attended. Here are a few questions to get the conversation started!

• What can you learn from Jackie Robinson in how he treated others, even if they treated him poorly?

• What was the most important thing you learned about Jackie Robinson’s life from this performance?

• Which moment do you remember most from the performance? What was happening?

• What did you learn about the importance of relationships with others from this performance?

• Describe the music you heard. How did the music add to the mood or atmosphere of the performance?

• Describe the costumes in the play. How did they depict the character and time period of the performance?

• If you were going to tell a friend about the performance, how would you describe it in one sentence?
BOOKS
“Jackie Robinson (Cornerstones of Freedom Series)” by Dan Elish
“Jackie Robinson (Rookie Biographies)” by Wil Mara
“Jackie Robinson: Hero of Baseball” by Carin T. Ford
“Promises to Keep: How Jackie Robinson Changed America” by Sharon Robinson
“Stealing Home: The Story of Jackie Robinson” by Barry Denenberg
“In the Year of the Boar and Jackie Robinson” by Bette Bao Lord

WEBSITES
Arts Edge – free digital resource for teaching and learning in, through and about the arts
www.artsedge.kennedy-center.org

Mad River Theater Works – company website with song and video clips
www.madrivetheater.org/Everybodys_Hero.html

Jackie Robinson – official site
www.jackierobinson.com

This educator resource guide is created as part of The Boldt Company Beyond the Stage Education Program.
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