

# LET THEM PLAY LITERATURE LESSON

BOOK BY MARGOT THEIS RAVEN/ ISBN: 1585362603; 9781585362608

GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

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## TEACHER INTRODUCTION:

This lesson is centered around a children's story called *Let Them Play* by Margot Theis Raven. The book is based on real-life events of an all-black Little League baseball team in Charleston, South Carolina in 1955. The story includes themes of racial prejudice and segregation, with the main characters experiencing these issues as they endeavor to compete with their peers. Typically, the lesson spans across disciplines including economics, social studies, math and reading. It can also supplement instruction related to Negro Leagues Baseball, the Negro Leagues Baseball Museum and the sport of baseball in general.

## LESSON DESCRIPTION:

In this lesson, students will be introduced to the concepts of resources, scarcity, human capital and boycott. After reading a reality-based story about an all-black Little League team that faced racial prejudice, students will determine resources used in the production of baseball-related goods and complete comprehension and analysis-driven activities tied to key vocabulary covered within the lesson. Specifically, students will identify examples of scarcity, interpret consequences of various actions and determine ways to improve human capital. Additionally, K-2 grade students will interpret textual and visual data, while 3-4 grade students will work together to solve mathematical problems based on the story.

*Note: The activities in the lesson are segmented by grade range, kindergarten through 2<sup>nd</sup> grade and then 3<sup>rd</sup> through 4<sup>th</sup> grades to allow for increased complexity for older students.*

## GRADE LEVEL: K-4

## CONCEPTS:

Boycott, choice, consequences, goods, human capital, resources, risk, reward, scarcity

## OBJECTIVES:

Kindergarten – 2nd grade students will be able to:

1. Define boycott, human capital, resources and scarcity.
2. Choose ways to improve human capital.
3. Recognize examples of scarcity.
4. Identify resources used to make goods.
5. Determine results of specific actions.
6. Interpret information sequentially.
7. Decipher textual and visual data.

3rd – 4th grade students will be able to:

1. Define boycott, human capital, resources and scarcity.
2. Cite examples of scarcity.
3. Classify resources and goods.
4. Identify ways to improve human capital.
5. Compare risks vs. rewards.
6. Chart and decipher textual data.
7. Interpret consequences and unintended consequences of specific actions.
8. Solve baseball-related mathematical problems.



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**TIME REQUIRED:** 60-90 MINUTES

## **MATERIALS:**

- *Let Them Play* by Margot Theis Raven (ISBN: 1585362603; 9781585362608)
- Handout 1: Resources Used in Baseball, cut apart (one for each small group)
- Handout 2A: Vocabulary Activities for K-2
- Handout 2B: Vocabulary Activities for 3-4
- Handout 2A: Vocabulary Activities Answer Key for K-2
- Handout 2B: Vocabulary Activities Answer Key for 3-4
- Handout 3A: By the Numbers for K-2
- Handout 3B: By the Numbers for 3-4
- Visual 1: The 14 All-Stars Players
- Handout 3A: By the Numbers Answer Key for K-2
- Handout 3B: By the Numbers Answer Key for 3-4
- Handout 4A: Vocabulary Extension Activities
- Handout 4B: By the Numbers Extension Activities

## **PREPARATION:**

- Obtain the book, *Let Them Play*, by Margot Theis Raven.
- Cut apart Handout 1: Resources Used in Baseball.

## **PROCEDURE:**

- Ask students to raise their hands if they have ever gone to an amusement park but were not able to go on certain rides because of the height requirement.
- Then ask students how they would feel if they were at an amusement park but not allowed to ride anything at all; they could just watch others enjoy the rides.
- Invite a student or two to share how they might feel in that situation.
- Introduce the book, *Let Them Play*, by sharing that it is about a real-life group of boys, the Cannon Street YMCA All-Stars baseball team, and how they were not allowed to play other teams.
- Ask students to listen as you read the book to find out why the Cannon Street All-Stars were not able to compete against other Little League teams.
- Read the book, *Let Them Play*, aloud to students.
- After the story, ask students the following questions:
  - Why didn't the Cannon Street All-Star Little League team get to play other teams? (*They were the only black team in the League and all of the other teams were white and refused to play against them.*)
  - In the book, white teams would not play black teams because white people and black people were said to live "separate but equal". What do you think this phrase means? (*Answers may vary but might include that whites and blacks had separate parks, schools, ball fields, etc. in 1955.*)
  - When children in the story played baseball in their neighborhood and did not have baseball bats or gloves, what did they use instead? (*They used mop handles for bats and paper bags or cardboard sewn with shoelaces for mitts.*)
- Explain that **goods** are things that can satisfy people's wants.



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- Remind students that when kids in the story didn't have the typical goods used to play baseball, they used mop handles, paper bags and cardboard with shoelaces instead.
- Ask students to name goods that are commonly used to play baseball. (*Bat, mitt/glove, baseball, baseball cap, baseball uniform, catcher's mask, bases, etc.*)
- Share that **resources** are things used to make goods and services.
- Ask students to think about what resources are used to make desks. (*wood, metal, plastic, etc.*)
- Divide students into small groups.
- Explain that each group will have one minute to think of resources that are used to make the object on their card.
- Give each small group one of the cards that have been cut out of Handout 1: Resources Used in Baseball.

*Teacher Note: Kindergarten – 2nd grade students can share their list verbally, while 3rd – 4th graders can write their lists.*

- Give groups one minute to complete their list.
- Ask which group thinks they have the longest list.
- Invite groups to count the number of resources on their list and ask the group(s) with the highest number for each object card to share their list with the class.
- As groups share, invite the rest of the class to add other resources or to delete incorrect resources that were listed.
  - *Bat: wood, metal, plastic, etc.*
  - *Glove: leather, cotton for thread, etc.*
  - *Baseball: rubber, leather, cotton for thread, etc.*
  - *Baseball Cap: cotton, wool, plastic, metal, etc.*
- Ask the class what skills or training are useful for baseball players to have. (*Batting practice, running fast, good hand-eye coordination, accuracy with batting and catching a ball, etc.*)
- Explain that **human capital** is an individual's education, experience, training and skills.
- Ask students the following:
  - Did the human capital of the white little league teams differ from the Cannon Street team? Why or why not? (*Answers may vary*)
  - The story mentioned that Little League teams signed up to play "any team regardless of race, color, or creed." What happened to change this policy or rule? (*The Little League director withdrew from Little League and started another program; the white teams boycotted the Little Leagues so they wouldn't have to play the black team*).
- Tell students that the Little League director encouraged the white Little League teams to boycott the League so they wouldn't have to play the all-black Cannon Street team.
- Explain that a **boycott** is a way to protest by refusing the goods or services offered by a business. The boycott in the story spread to eleven states, making the Cannon Street team the only Little League team in the South.
- Tell students that Little League teams became scarce at that time.
- Explain that **scarcity** is when there is not enough for all who want it.
- Remind students that there was a scarcity of baseball equipment mentioned in the story because the kids used other goods when they didn't have real baseball bats, mitts, etc.
- Share that in the story there were **consequences**, or results from the boycott.
- Ask students to identify consequences of the boycott. (*The Cannon Street team had no other teams to play, they won the state and Southeastern titles by default, they weren't allowed to compete in the finals because they hadn't played other teams; the Cannon Street All-Stars were treated unfairly*).



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- Tell students that the Little League boycott resulted in several unjust consequences for the Cannon Street All-Stars team.
- Explain that sometimes, however, there can be unintended consequences or results that are not planned. For instance, the Cannon Street team became the state champions and Southeastern regional champions because they were the only Little League team in that area. Because of the boycott, they automatically advanced to the Little League national finals.
- Introduce the next activity by distributing Handout 2 (2A for kindergarten through 2nd graders; 2B for 3rd through 4th graders) and reading the instructions aloud.

*Teacher Note: Handout 2A is for kindergarten – 2nd grade students and Handout 2B is for 3rd – 4th grade students. For Handout 2A, students can complete the handout as the teacher walks through it. Handout 2B can be completed by students independently.*

- After about 10 minutes, review and discuss rationale for answers to the handout using the answer key.
- Explain that **choice** means to make a decision and that many choices were made throughout the story.
- Ask students to share choices they recall from the story. (*The Little League director chose to boycott, the Cannon Street All-Star coaches chose to go to nationals with a hope their boys could play, etc.*)
- Ask students the following:
  - In what year did the story take place? (1955)
  - How many states in the southeast made the choice to join the Little League boycott? (11)
  - Was the choice to take the 745-mile trip from Charleston, South Carolina to Williamsport, Pennsylvania worth it? (Answers may vary)
  - When watching the Cannon Street All-Stars practice at the national competition, how many spectators chanted “Let Them Play”? (5,000)
- Invite students to get back into the same small groups from the first activity.
- Distribute Handout 3 (3A for kindergarten through 2nd graders; 3B for 3rd through 4th graders).

*Teacher Note: Handout 3A can also be used as a visual for K-2 students during the activity. To begin the activity, it is recommended to describe the diagram to students and to read the text aloud before asking students to answer the questions on the handout.*

- Ask students to work with their group to complete the handout and that you will help when needed.
- After about 10 minutes, review answers using the answer key.

## CLOSURE:

- Ask students the following questions:
  - What is it called when someone protests and refuses to buy or use goods or services from a business? (*Boycott*)
  - What resources can be used to make a baseball bat? (*Wood, metal, plastic, etc.*)
  - When baseball players practice batting, running, and throwing and catching baseballs, they are improving their \_\_\_\_\_. (*human capital*)
  - Would it be hard for you to wait until you are 60 years old to get a reward for something that you did today? Why or why not? (*Answers will vary*)
  - Should the Cannon Street YMCA baseball players be considered “all-stars”? (*Answers may vary, but might include that they were viewed as the best in their region, they received recognition later in life for being state champions, they should have been because of the way they were treated by others*)

## ASSESSMENT:

- Completed Activities 2 and 3. (2A and 3A for kindergarten through 2nd graders; 2B and 3B for 3rd through 4th graders)



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## EXTENSION:

### Grades K – 2

- Look at a map of the United States and mark the path to drive from Charleston, South Carolina to Williamsport, Pennsylvania today. Determine the total number of miles and compare it to the 745-mile trip that the Cannon All-Stars made.
- Invite students who have played Little League or other sports to share their experiences. Ask the students sharing and the rest of the class to name ways that people could improve their human capital in each sport discussed.
- Ask students to make a list of items that are scarce in their classroom, home and/or community. Then, ask them to think about the resources needed for each item.
- Ask students to think of examples of positive and negative consequences of playing sports and/or pet ownership.

### Grades 3 – 4

- Choose one of the real-life members of the Cannon Street All-Stars and research their life after Little League. Ask students to write a short summary about what they learned, including the ways the All-Stars player could have improved his human capital for the jobs he has held.
- View a map of the United States and as a class, create a graph that shows how many miles will be traveled in each state going from Charleston, South Carolina to Williamsport, Pennsylvania.
- If there are professional sports teams in your city, ask students to research facts about the team and where they play. Then ask students to create their own math problems based on what they found. These problems can be compiled into a quiz for the class.
- Ask students to create a visual of items that are scarce in their home and/or community.
- Complete Handouts 4A and 4B.

## CONTENT STANDARDS:

### **VOLUNTARY NATIONAL CONTENT STANDARDS IN ECONOMICS**

- Standard 1: Scarcity—Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

### **COMMON CORE STANDARDS – ENGLISH LANGUAGE ARTS**

- Key Ideas and Details:  
CCSS.ELA-LITERACY.RI.K.1  
With prompting and support, ask and answer questions about key details in a text.  
CCSS.ELA-LITERACY.RI.1.1  
Ask and answer questions about key details in a text.  
CCSS.ELA-LITERACY.RI.2.1  
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
CCSS.ELA-LITERACY.RI.3.1  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
CCSS.ELA-LITERACY.RI.4.1  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Craft and Structure:  
CCSS.ELA-LITERACY.RI.K.4  
With prompting and support, ask and answer questions about unknown words in a text.



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CCSS.ELA-LITERACY.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-LITERACY.RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-LITERACY.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.





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## CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

## CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

## CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## COMMON CORE STANDARDS – MATH

- Know number names and the count sequence:

CCSS.MATH.CONTENT.K.CC.A.2

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

- Count to tell the number of objects:

CCSS.MATH.CONTENT.K.CC.B.5

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from:

CCSS.MATH.CONTENT.K.OA.A.5

Fluently add and subtract within 5.

- Represent and solve problems involving addition and subtraction:

CCSS.MATH.CONTENT.1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.MATH.CONTENT.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

- Use place value understanding and properties of operations to perform multi-digit arithmetic:

CCSS.MATH.CONTENT.3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.MATH.CONTENT.4.NBT.B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.



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- Represent and interpret data:

CCSS.MATH.CONTENT.3.MD.B.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.





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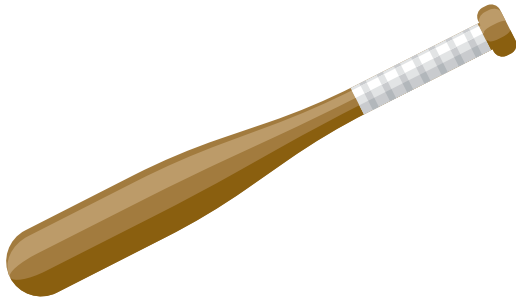
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## HANDOUT 1: RESOURCES USED IN BASEBALL

Teacher instructions: For the activity, each small group should receive one object card. If there are more than four small groups, make additional copies before cutting apart on the dotted lines.



Baseball Bat



Baseball Glove



Baseball



Baseball Cap

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## HANDOUT 2A: VOCABULARY ACTIVITIES for K-2 (PAGE 1 OF 3)

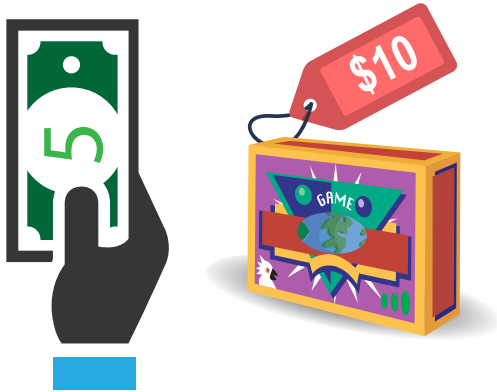
### Vocabulary

*Consequences – the results of an action*

*Scarcity – when there is not enough for all who want it*

Instructions: Find and circle each example of scarcity.

1



Johanna wants to buy a \$10 game and has \$5.

2



Ruiz had one piece of cake at the birthday party.

3



Gerome needs apples for a recipe but the market only has red apples.

4



Ayanna and two of her friends would like to ride to school on her new bike.

# LET THEM PLAY LITERATURE LESSON

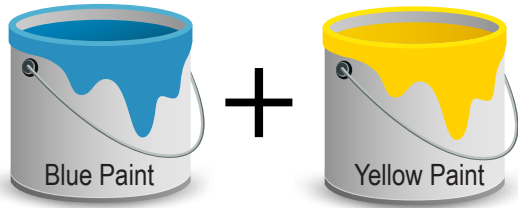
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## HANDOUT 2A: VOCABULARY ACTIVITIES for K-2 (PAGE 2 OF 3)

Instructions: Determine the consequence for each action below.

1



What happens if yellow and blue paint are mixed together?

2



What happens if we don't brush our teeth?

3



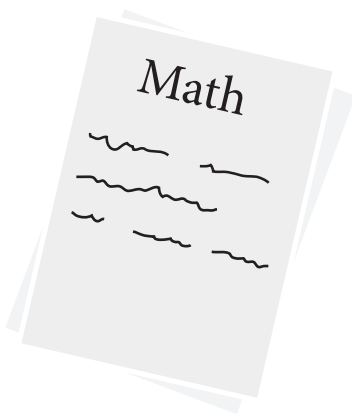
What happens if a seed is planted?

4



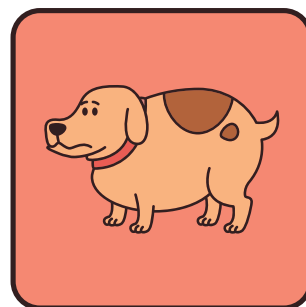
What happens if something is left in an oven longer than it should?

5



What happens if you don't complete your schoolwork?

6



What happens if your pet overeats often?

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## HANDOUT 2A: VOCABULARY ACTIVITIES for K-2 (PAGE 3 OF 3)

**Vocabulary:** Human capital is a person's education, experience, training and skills.

*Instructions: Choose and circle the skill below each worker that will help improve that worker's human capital.*

1



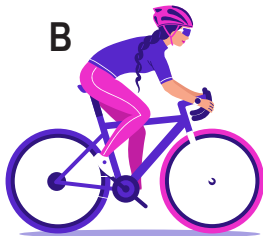
Athlete

A



Playing video games

B



Bike riding

2



Teacher

A



Reading

B



Playing Basketball

3



Scientist

A



Using a microscope

B



Baking

4



Carpenter

A



Cutting wood

B



Horseback riding

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## HANDOUT 2B: VOCABULARY ACTIVITIES for 3-4 (PAGE 1 OF 2)

### **Vocabulary**

*Consequences – the results of an action*

*Scarcity – when there is not enough for all who want it*

---

*Instructions: Place an 'X' next to each example of scarcity below.*

- \_\_\_\_\_ 1. Aiko would like to purchase a new bike and one store in town sells them.
  - \_\_\_\_\_ 2. Pasha wants to buy two gifts and has enough money for one.
  - \_\_\_\_\_ 3. Darren has made 8 slices of pizza for he and his four siblings to eat for dinner.
  - \_\_\_\_\_ 4. Maria is in a wheelchair and is going to a movie theater without handicap-accessible seating.
  - \_\_\_\_\_ 5. The lunch special is spaghetti with meatballs and there are two servings left when Da'Shavion and her three friends get to the front of the line.
  - \_\_\_\_\_ 6. Brenda has to complete two homework assignments, wash her soccer uniform, get her field trip permission form signed and braid her sister's hair in the hour before catching the bus to school.
- 

*Instructions: Fill in the consequence for each action below. Also, determine one unintended consequence of each action.*

1. The consequence of being late to school is \_\_\_\_\_  
\_\_\_\_\_.

An unintended consequence would be \_\_\_\_\_  
\_\_\_\_\_.

2. If you fall off your skateboard trying out a new trick, \_\_\_\_\_  
\_\_\_\_\_.

An unintended consequence could be \_\_\_\_\_  
\_\_\_\_\_.

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## HANDOUT 2B: VOCABULARY ACTIVITIES for 3-4 (PAGE 2 OF 2)

### Vocabulary

*Human capital - a person's education, experience, training and skills*

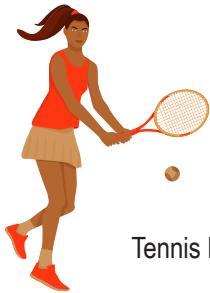
*Risk - the chance of loss*

*Reward - positive incentives that make people better off*

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*Instructions: Identify two ways each worker pictured below can improve their human capital.*

1



Tennis Player

---

---

2



Plumber

---

---

3



Pilot

---

---

*Instructions: Answer the following questions.*

1. In the story, were there any risks to the white Little League teams in playing the Cannon Street All-Star team? \_\_\_\_\_

2. What could the reward be for white teams to play the black team? \_\_\_\_\_

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## HANDOUT 2A: VOCABULARY ACTIVITIES ANSWER KEY for K-2 (PAGE 1 OF 3)

### Vocabulary

*Consequences – the results of an action*

*Scarcity – when there is not enough for all who want it*

1



Johanna wants to buy a \$10 game and has \$5.

2



Ruiz had one piece of cake at the birthday party.

3



Gerome needs apples for a recipe but the market only has red apples.

4



Ayanna and two of her friends would like to ride to school on her new bike.



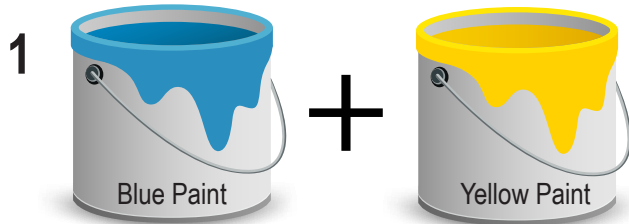
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## Handout 2A: VOCABULARY ACTIVITIES ANSWER KEY for K-2 (PAGE 2 OF 3)

Instructions: Determine the consequence for each action below.



What happens if yellow and blue paint are mixed together?

*It becomes green*



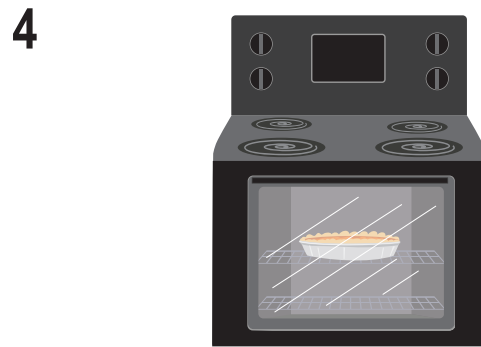
What happens if we don't brush our teeth?

*They will be dirty; we'll get cavities; our teeth will fall out, etc.*



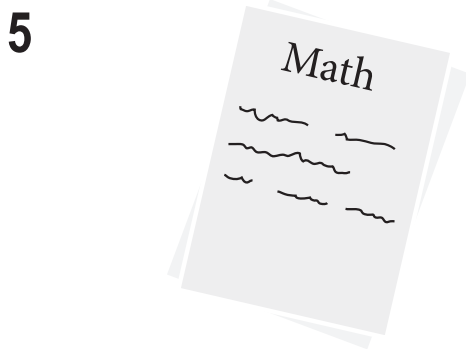
What happens if a seed is planted?

*It will grow with water and light.*



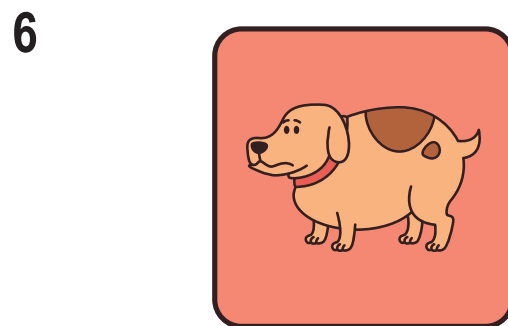
What happens if something is left in an oven longer than it should?

*It will become burnt; it may catch on fire, etc.*



What happens if you don't complete your schoolwork?

*You'll get in trouble at home/school; you'll get bad grades, etc.*



What happens if your pet overeats all the time?

*It will gain weight; it will get sick, etc.*

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## HANDOUT 2A: VOCABULARY ACTIVITIES ANSWER KEY for K-2 (PAGE 3 OF 3)

**Vocabulary:** Human capital is a person's education, experience, training and skills.

*Instructions: Choose and circle the skill below each worker that will help improve that worker's human capital.*

1



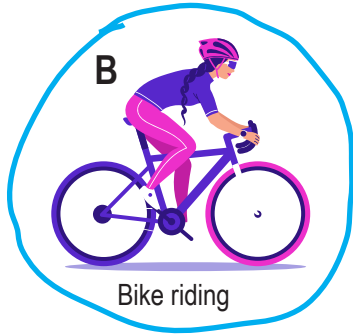
Athlete

A



Playing video games

B



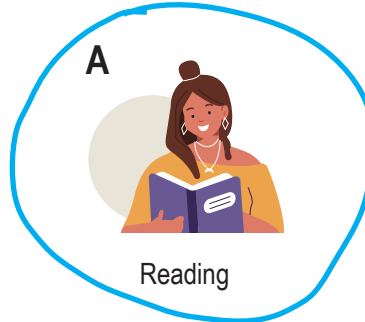
Bike riding

2



Teacher

A



Reading

B



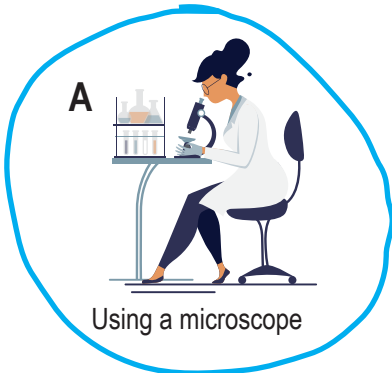
Playing Basketball

3



Scientist

A



Using a microscope

B



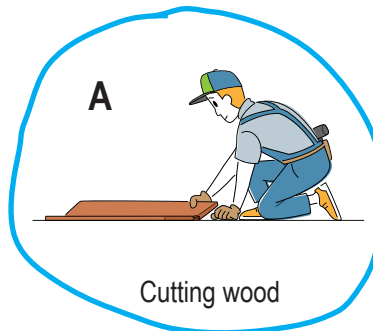
Baking

4



Carpenter

A



Cutting wood

B



Horseback riding

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## HANDOUT 2B: VOCABULARY ACTIVITIES ANSWER KEY for 3-4 (PAGE 1 OF 2)

### **Vocabulary**

*Consequences – the results of an action*

*Scarcity – when there is not enough for all who want it*

---

*Instructions: Place an 'X' next to each example of scarcity below.*

1. Aiko would like to purchase a new bike and one store in town sells them.
2. Pasha wants to buy two gifts and has enough money for one.
3. Darren has made 8 slices of pizza for he and his four siblings to eat for dinner.
4. Maria is in a wheelchair and is going to a movie theater without handicap-accessible seating.
5. The lunch special is spaghetti with meatballs and there are two servings left when Da'Shavion and her three friends get to the front of the line.
6. Brenda has to complete two homework assignments, wash her soccer uniform, get her field trip permission form signed and braid her sister's hair in the hour before catching the bus to school.
- 

*Instructions: Fill in the consequence for each action below. Also, determine one unintended consequence of each action.*

1. The consequence of being late to school is receiving a tardy, getting in trouble, etc.

An unintended consequence would be missing class, missing out on what is being taught during that time, etc.

2. If you fall off your skateboard trying out a new trick, you could get hurt, etc.

An unintended consequence could be hurting someone you may run into, being afraid to get back on it, etc.

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## HANDOUT 2B: ANSWER KEY for 3-4 (PAGE 2 OF 2)

### Vocabulary

*Human capital* - a person's education, experience, training and skills

*Risk* - the chance of loss

*Reward* - positive incentives that make people better off

---

Instructions: Identify two ways each worker pictured below can improve their human capital.

1



Tennis Player

Answers may vary, but should include something like running, practice hitting tennis balls, weight lifting/arm strength training, etc.

2



Plumber

Answers may vary, but should include something like learning about pipes, being a plumber's apprentice, practicing cleaning out pipes/drains, reading about plumbing techniques, etc.

3



Pilot

Answers may vary, but should include something like flying lessons, exercises to improve eyesight, learning about flight controls, etc.

---

Instructions: Answer the following questions.

1. Were there any risks to the white Little League teams in playing the Cannon Street All-Star team? *Answers may vary, but might include no; maybe, if the All-Star team was better than them, etc.*

2. What could the reward be for white teams to play the black team? *Answers may vary, but might include making the All-Star team feel welcome, more playing time, learning skills from the other team's players, chance to beat another team, etc.*

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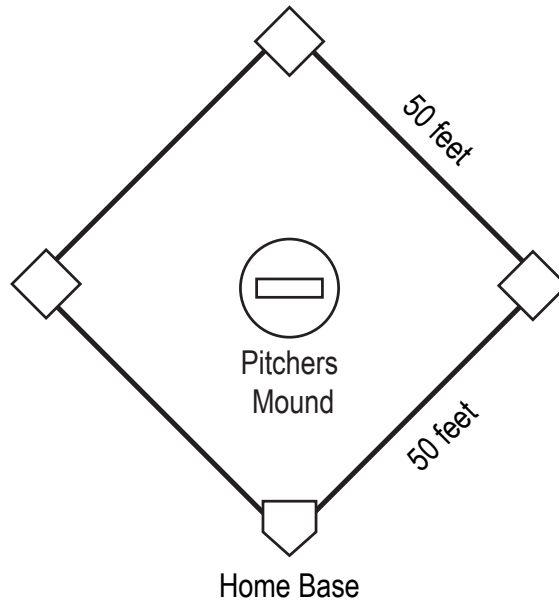
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## HANDOUT 3A: BY THE NUMBERS for K-2 (PAGE 1 OF 2)

### Baseball Field



- Baseball is played by two teams, 25 players each. • There's an outfield and an infield, also called a "diamond".
- The diamond has a base in each corner and the pitcher's mound is in the middle. • Both teams have nine chances, or innings, to score. • Sometimes there are more innings because games cannot end in a tie. • Teams with the highest score or most "runs" win the game.
- When a team is batting or "at bat", players take turns to try to get a "run". • Runs are made by hitting the ball and running all four bases without getting "out". • Batters are "out" if the ball they hit is caught. • The team can get three "outs" before their turn is over for that inning. • While making a "run", only one player is allowed on a base at a time. • If batters hit the ball over the fence, that's a "home run".
- In the field, the goal is to keep the batting team from scoring. • This takes effort from the pitcher and about eight other players across the field. • From the pitcher's mound, the pitcher throws the ball to the batter hoping the batter swings without a hit. • A swing without a hit is called a "strike". • After three strikes, a batter is "out". • Players in the field try to catch balls hit by the batter and tag players running between bases. • These are ways to get a player "out". • After three outs, the batting team's turn is done.

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## HANDOUT 3A: BY THE NUMBERS for K-2 (PAGE 2 OF 2)

*Instructions: Use the diagram and reading on the previous page to answer the questions.*

1. A baseball field is pictured in the diagram. What shape is the field? \_\_\_\_\_  
What other shape is the field called? \_\_\_\_\_
2. Find and label the missing bases on the diagram.
  - 1st base is to the right of home base.
  - 2nd base is at the top of the field.
  - 3rd base is directly across from 1st base.
3. Baseball players run the bases in number order starting with home base. Which base is after home base?
  - a. 1st base
  - b. 2nd base
  - c. 3rd base
4. There are the same number of feet between each base. How many feet are between 2nd and 3rd base?
  - a. 70 feet
  - b. 50 feet
  - c. 30 feet
5. How many innings are in a regular baseball game?
  - a. 3 innings
  - b. 9 innings
  - c. 25 innings
6. How many bases does a player need to run for a home run?
  - a. Two
  - b. Three
  - c. Four
7. What is the goal of baseball?
  - a. To get runs
  - b. To get strikes
  - c. To get pitches
8. In what way is baseball like other sports? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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## HANDOUT 3B: BY THE NUMBERS for 3-4

*Instructions: Work with your group to complete the handout. Ask for help when needed.*

1. The Cannon Street All-Star team in the story, *Let Them Play*, reached the national level of competition in 1955. However, they didn't receive recognition as the South Carolina state champions until August 16, 2002. How many years later did they receive their reward?

2. There were 14 boys on the Cannon Street All-Star team. Use Visual 1 to complete the chart below based on the position(s) each team member played.

Team Members	Pitcher	Catcher	1st Base	2nd Base	3rd Base	Short-stop	Left Field	Center Field	Right Field
Allen J.									
Arthur P.									
Carl J.									
Charles B.									
David M.									
John B.									
John M.									
John R.									
Leroy M.									
Maurice S.									
Norman R.									
Vermont B.									
Vernon G.									
William G.									

3. How many All-Stars were also identified as hitters?

4. Which positions were held by only one team member?

5. Which All-Stars pitched for the team?

6. Other than hitter, how many All-Stars played multiple positions?

7. With the nickname "Hit-the-dirt-to-get-any-ball-back", which position(s) did Norman R. likely play?

8. Which is your favorite All-Star nickname?





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## VISUAL 1: THE 14 ALL-STARS PLAYERS

*The following text is from page 31 of the Let Them Play book.*

- Allen Jackson Power switch-hitter and first baseman
- Arthur “Dud” Peoples Strong, steady, hitting catcher
- Carl “Carly” Johnson Outstanding cleanup hitter and third basemen
- Charles “Little Weaze” Bradley Double-playmaking second baseman
- David Middleton Out-of-the-park-hitter and second baseman
- John Bailey Deft left fielder and strong hitter
- John “Hambaloney” Mack Big playmaking first baseman
- John Rivers Home run hitting shortstop with hands of glue
- Leroy “Big Maj” Major Booming hardball pitcher and center fielder
- Maurice “Lil Sink” Singleton Heads-up second baseman
- Norman Robinson Hit-the-dirt-to-get-any-ball-back fielder
- Vermont “Pop” Brown Control-pitcher and first baseman
- Vernon “Lil Grey” Grey Strong, solid catcher
- William “Buck” Godfrey Home run smasher and left fielder



# LET THEM PLAY LITERATURE LESSON

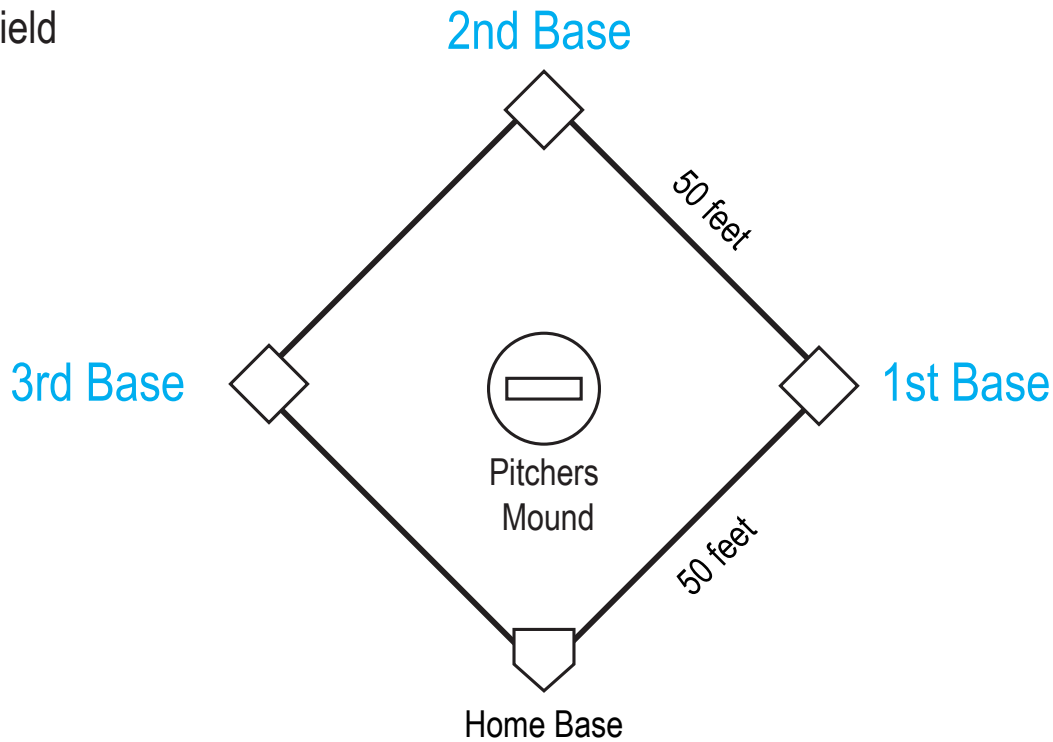
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## HANDOUT 3A: BY THE NUMBERS ANSWER KEY for K-2 (PAGE 1 OF 2)

### Baseball Field



- Baseball is played by two teams, 25 players each. • There's an outfield and an infield, also called a "diamond".
- The diamond has a base in each corner and the pitcher's mound is in the middle. • Both teams have nine chances, or innings, to score. • Sometimes there are more innings because games cannot end in a tie. • Teams with the highest score or most "runs" win the game.
- When a team is batting or "at bat", players take turns to try to get a "run". • Runs are made by hitting the ball and running all four bases without getting "out". • Batters are "out" if the ball they hit is caught. • The team can get three "outs" before their turn is over for that inning. • While making a "run", only one player is allowed on a base at a time. • If batters hit the ball over the fence, that's a "home run".
- In the field, the goal is to keep the batting team from scoring. • This takes effort from the pitcher and about eight other players across the field. • From the pitcher's mound, the pitcher throws the ball to the batter hoping the batter swings without a hit. • A swing without a hit is called a "strike". • After three strikes, a batter is "out". • Players in the field try to catch balls hit by the batter and tag players running between bases. • These are ways to get a player "out". • After three outs, the batting team's turn is done.

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## HANDOUT 3A: BY THE NUMBERS ANSWER KEY for K-2 (PAGE 2 OF 2)

*Instructions: Use the diagram and reading to answer the questions.*

1. A baseball field is pictured in the diagram. What shape is the field? **A square**

What other shape is the field called? **A diamond**

2. Find and label the missing bases on the diagram.

- 1st base is to the right of home base.
- 2nd base is at the top of the field.
- 3rd base is directly across from 1st base.

3. Baseball players run the bases in number order starting with home base. Which base is after home base?

- a. 1st base**
- b. 2nd base
- c. 3rd base

4. There are the same number of feet between each base. How many feet are between 2nd and 3rd base?

- a. 70 feet
- b. 50 feet**
- c. 30 feet

5. How many innings are in a regular baseball game?

- a. 3 innings
- b. 9 innings**
- c. 25 innings

6. How many bases does a player need to run for a home run?

- a. Two
- b. Three
- c. Four**

7. What is the goal of baseball?

- a. To get runs**
- b. To get strikes
- c. To get pitches

8. In what way is baseball like other sports? **It involves a ball; there are teams; they play on a field; players get turns with the ball; etc.**



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## HANDOUT 3B: BY THE NUMBERS ANSWER KEY for 3-4

Instructions: Work with your group to complete the handout. Ask for help when needed.

1. The Cannon Street All-Star team in the story, Let Them Play, reached the national level of competition in 1955. However, they didn't receive recognition as the South Carolina state champions until August 16, 2002. How many years later did they receive their reward?

**Subtract 1955 from 2002;  $2002 - 1955 = 47$**

2. There were 14 boys on the Cannon Street All-Star team. Use Visual 1 to complete the chart below based on the position(s) each team member played.

Team Members	Pitcher	Catcher	First Base	Second Base	Third Base	Short-stop	Left Field	Center Field	Right Field
Allen J.			X						
Arthur P.		X							
Carl J.					X				
Charles B.				X					
David M.				X					
John B.							X		
John M.			X						
John R.						X			
Leroy M.	X							X	
Maurice S.				X					
Norman R.									
Vermont B.	X		X						
Vernon G.		X							
William G.							X		

3. How many All-Stars were also identified as hitters? **7 (Allen, Arthur, Carl, David, John B, John R and William)**

4. Which positions were held by only one team member? **Third Base, Shortstop and Center Field**

5. Which All-Stars pitched for the team? **Leroy and Vermont**

6. Other than hitter, how many All-Stars played multiple positions? **2 (Leroy and Vermont)**

7. With the nickname "Hit-the-dirt-to-get-any-ball-back", which position(s) did Norman R. likely play? **Answers may vary, but might include first, second or third base and/or left, center or right field**

8. Which is your favorite All-Star nickname? **Answers will vary**



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## HANDOUT 4A: VOCABULARY EXTENSION (PAGE 1 OF 2)

### **Vocabulary**

*Consequences – the results of an action*

*Scarcity – when there is not enough for all who want it*

---

*Instructions: Place an 'X' next to each example of scarcity.*

- \_\_\_\_\_ 1. Johanna went to the store to buy apples for a recipe and they only had Granny Smith apples.
  - \_\_\_\_\_ 2. Rosalyn was given one piece of cake at the party.
  - \_\_\_\_\_ 3. Benton was the last one to join the team and the coach said they were out of uniforms.
  - \_\_\_\_\_ 4. Ruiz wants to ride to the game with six friends and there are six seats in the van.
  - \_\_\_\_\_ 5. Ayanna wants to buy a new video game for \$60 and she has saved \$35.
  - \_\_\_\_\_ 6. Gerome has two free hours after school and would like to shoot hoops with his friends, grab a hamburger with his dad, try out some experiments in his new chemistry set and watch a new mystery movie on TV.
- 

*Instructions: Name the consequence of each action.*

- 1. The consequence of mixing yellow and blue paint is \_\_\_\_\_.
  - 2. When you hang up a wet towel, it will \_\_\_\_\_.
  - 3. If I bounce a rubber ball, it will \_\_\_\_\_.
  - 4. When my pencil led breaks, \_\_\_\_\_.
  - 5. The consequence of taking a friend's toy without permission will be \_\_\_\_\_.
  - 6. If I don't do my schoolwork, \_\_\_\_\_.
- 



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## HANDOUT 4A: VOCABULARY EXTENSION (PAGE 2 OF 2)

**Vocabulary:** Human capital is a person's education, experience, training and skills.

---

*Instructions: Circle each picture that demonstrates a way to improve one's human capital and explain why.*



Riding a bike



Brushing hair



Eating an ice cream cone



Reading a textbook



Baking a pie



Sewing a shirt



Going shopping



Playing a video game

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## HANDOUT 4A: VOCABULARY EXTENSION ANSWER KEY (PAGE 1 OF 2)

### Vocabulary

*Consequences – the results of an action*

*Scarcity – when there is not enough for all who want it*

---

*Instructions: Place an 'X' next to each example of scarcity.*

- \_\_\_\_\_ 1. Johanna went to the store to buy apples for a recipe and they only had Granny Smith apples.
  - \_\_\_\_\_ 2. Rosalyn was given one piece of cake at the party.
  - X 3. Benton was the last one to join the team and the coach said they were out of uniforms.
  - X 4. Ruiz wants to ride to the game with six friends and there are six seats in the van.
  - X 5. Ayanna wants to buy a new video game for \$60 and she has saved \$35.
  - X 6. Gerome has two free hours after school and would like to shoot hoops with his friends, grab a hamburger with his dad, try out some experiments in his new chemistry set and watch a new mystery movie on TV.
- 

*Instructions: Name the consequence of each action.*

- 1. The consequence of mixing yellow and blue paint is **green paint**.
  - 2. When you hang up a wet towel, it will **dry**.
  - 3. If I bounce a rubber ball, it will **bounce up, continue bouncing, etc**.
  - 4. When my pencil led breaks, **the pencil won't write/work, etc**.
  - 5. The consequence of taking a friend's toy without permission will be **that the friend gets mad, upset, etc**.
  - 6. If I don't do my schoolwork, **I will get in trouble, I won't get good grades, my teacher/parents will be mad, etc**.
- 





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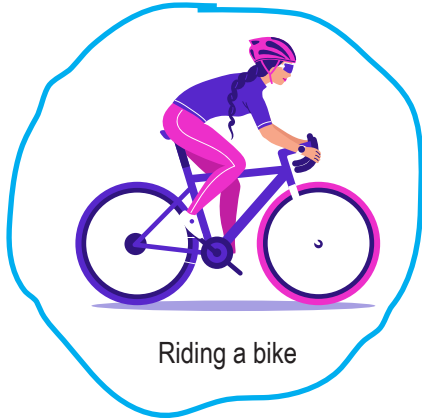
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## HANDOUT 4A: VOCABULARY EXTENSION ANSWER KEY (PAGE 2 OF 2)

**Vocabulary:** Human capital is a person's education, experience, training and skills.

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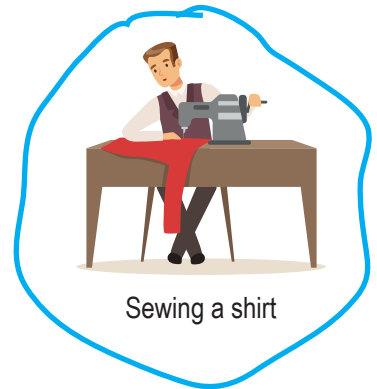
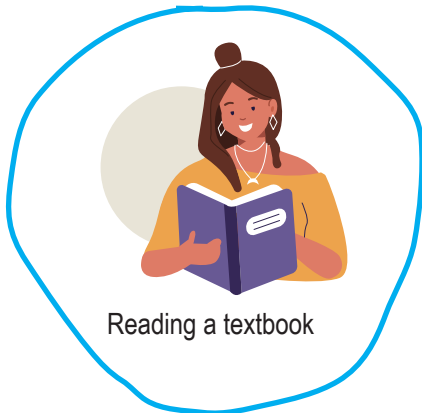
Instructions: Circle each picture that demonstrates a way to improve one's human capital and explain why.



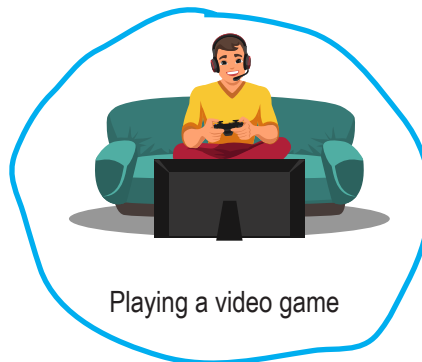
Brushing hair



Eating an ice cream cone



Going shopping



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## HANDOUT 4B: BY THE NUMBERS EXTENSION

In the story, *Let Them Play*, the Cannon Street All-Star team had to become the state and regional level champions before they could go to nationals. The competition order was State, Regional and then National.

1. A baseball field includes home base and three bases. Which bases are missing below?

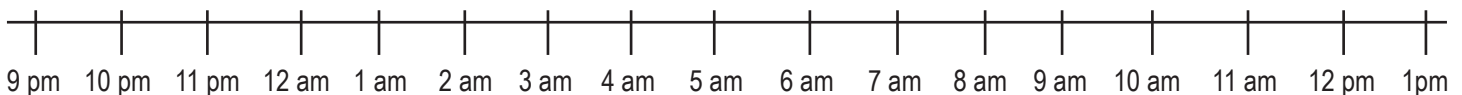


2. There were 62 Little Leagues in South Carolina at the time of the story. One of the leagues was black and the others were white. How many white leagues were there?

3. If a Little League field has 50 feet between each base, how many feet would a player run from home base to third base?

4. A standard Little League field has a pitching distance of 46 feet and the pitching mound measures 5 feet. What is the difference between the two?

5. The Cannon Street All-Star team left for the national competition at 9 pm to drive 745 miles from Charleston, South Carolina to Williamsport, Pennsylvania. The trip likely took about 15 hours. If they left at 9 pm and traveled 15 hours, what time would they arrive in Williamsport?



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## HANDOUT 4B: BY THE NUMBERS EXTENSION ANSWER KEY

In the story, *Let Them Play*, the Cannon Street All-Star team had to become the state and regional level champions before they could go to nationals. The competition order was State, Regional and then National.

1. A baseball field includes home base and three bases. Which bases are missing below?



2. There were 62 Little Leagues in South Carolina at the time of the story. One of the leagues was black and the others were white. How many white leagues were there?

**Subtract 1 from 62;  $62 - 1 = 61$**

3. If a Little League field has 50 feet between each base, how many feet would a player run from home plate to third base?

**Add 50 to 50 to 50;  $50 + 50 + 50 = 150$**

4. A standard Little League field has a pitching distance of 46 feet and the pitching mound measures 5 feet. What is the difference between the two?

**Subtract 5 from 46;  $46 - 5 = 41$**

5. The Cannon Street All-Star team left for the national competition at 9 pm to drive 745 miles from Charleston, South Carolina to Williamsport, Pennsylvania. The trip likely took about 15 hours. If they left at 9 pm and traveled 15 hours, what time would they arrive in Williamsport? (Start at 9 pm on the number line and add 15)

**12 pm**

