

Extended Common Core Social Studies Lesson Plan Template

Lesson Title: Race and Baseball in the United States 1920-1950

What was the role of baseball in racial integration?

Author Name: Ruth Oxborrow

Contact Information: Ruth Oxborrow Shaw Middle School: roxborrow@washoeschools.net

Appropriate for Grade Level(s): 7-8

US History Standard(s)/Applicable CCSS(s): CCSS SL.8.1, SL.8.4, SL.8.6, RL8.10, RL 8.8, WW8.1.NV: H 1.9, H1.11,

Engagement Strategy: Jigsaw discussion

Student Readings (list): Why Sport in American History, Jackie Robinson's Rookie Season, Unreconciled Strivings: Baseball in Jim Crow America, Yankee Plan: Teacher should copy into word and number lines

Total Time Needed: 4-5 days

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
10 min	Leading brainstorm	Popcorn what students know about baseball and racism in sports
20 minutes	Guided reading Teacher is asking questions and leading discussion as reading is taking place.	Students are reading Why Sports in American History to provide background to students
5 minutes	Separating students into groups of 3. Teacher has pre-determined which students get which article in order to balance the groups and provide support for struggling readers.	Listening to teacher. Students will also get their super annotator sheets out to prepare for activity.
10-15 min	Explaining to students the assignment and expectations or reading component. Teacher will review the annotation sheet and answer any questions students may have.	Taking notes
5 minutes	Handing out reading passages	Sitting in seats
20 minutes	Walking the room answer questions of students.	Students independently read their assigned passage and annotate the reading
10-15 minutes	Breaking groups	Students go to their "expert groups" and start looking over their document.
30- 45 minutes	Walking the room. Teacher may want to provide questions for the articles to help students pull information from the text to help them. For large classes I suggest you break them into small groups to write summary rather than having one	Groups annotate their text as the read the document together, discussing their own annotations as well. Each group will write a summary of their article that the individuals will take back to their "home" Students will also find

The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.

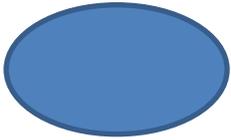
	summary per article.	evidence and for their claims about the article they are reading. Every student will complete the handout for this activity before returning to their home groups.
20-30 minutes	Teacher will verify that all students have their summary and evidence completed for their articles. Those that don't need to finish before they can participate in the group. Again teacher needs to determined groups in order to provide best participation by all.	Students join their groups of 3.
10 minutes	Specific direction on activity. Each student will share their summary and important information of their article with the other 2 in their group. While they are speaking the listeners are taking notes and asking questions to clarify.	
20	Walking the room using rubric to evaluate student participation in discussion. Also may need to redirect groups or help them with their discussion of article	Students are sharing their article or taking notes on the other two. Asking questions for clarification to ensure by the end of this discussion they are comfortable with knowledge from all 3 articles.
10	Leading whole class discussion what they leaned, what they liked, disliked compared to other discussions. Whole class discussion on the questions	Participating in discussion using accountable talk
30 minutes	Walking room	Students will complete self-assessment and peer assessment and write argument essay answering the essential question

Description of Lesson Assessment: Students will participate in small group discussion and then write argument essay answering the essential question.

How will students reflect on the process and their learning? Students will do a self- evaluation and peer evaluation and write a short reflection about what they learned from this lesson and how it could be improved.

HUDDLE UP SUPERHEROS! IT'S TIME TO SUPER-ANNOTATE!

THE ANNOTATOR!



Circle words that are unknown or that might need explanation. Double circle words that might have a unique connotation or meaning. If necessary, comment in the margins.

?

Consider this the "huh, what?" section. Put a ? next to areas where you say, "huh, what?" and write a **brief description** of your inference in the margin.

2-6

- 1) At the top, write down a **two-six "Central Idea"** of the document. (**The GIST**)
- 2) At the bottom, write a short summary explaining the main idea of the document (**no more than 2 sentences.**)

1-3



Underline each specific argument or claim in a text. Is the argument or claim valid or relevant? On a **scale of 1-3** (one is very relevant and valid and three is not relevant or valid) rate the evidence.



When a word or phrase helps you understand the author's point of view, draw a talking **bubble** in the margin and write a few words to describe the point of view.

Why Sports History in American History: The Glider Lehrman Institute of American History

.....Looking at teams and athletes we rooted for, we would have also said that American democracy applied to blacks as much as it did to Jews and Italians. Living seven blocks from Ebbets field and coming of age a full ten years after the Dodgers broke major league baseball's color line, my friends and I could marvel at the exploits of Dodger stars Jackie Robinson, Roy Campanella and Don Newcombe. And, although we hated the Giants, we all tried to make basket catches in the style of Willie Mays. Of equal significance to the basketball fanatics among us, many of the great high school players in Brooklyn of that era were black, as were some participants in our schoolyard games. We looked on NBA players like Elgin Baylor, Oscar Robertson, and Bill Russell as models for the developing games that we hoped would take us to college stardom.

However as I would learn later when I studies sports history, the concepts of meritocracy and fair play were more exceptions than rules for African Americans. During the first half of the twentieth century, African Americans were barred from participating in most professional sport leagues no matter their talent level, and unable to play on most college and recreational teams. Nowhere was this racial caste system more visible than in Major League Baseball, which drew the color line from the first World Series in 1903 until Jackie Robinson joined the Brooklyn Dodgers in 1947. This was not because African Americans didn't play baseball at the highest level or because white players and coaches weren't aware of their talent. At the turn of the century, baseball was the single most popular sport in black communities throughout the nation, and the pool of black talent was deep and strong. The best white major leaguers knew this because they competed against the best black players in winter leagues in Cuba and in off-season sandlot games where black players more than held their own.

Yet, over time, sports would become an important arena in the battles against segregation and racial discrimination. In the 1930's boxing and track and field-two sports in which segregation was never as complete as it was in baseball-produced two black athletes who became genuine American sports heroes: Jesse Owens and Joe Louis. In both instances, these athletes won their victories against athletes from an ascendant Nazi Germany, a nation whose racial theories stigmatized much of America's immigrant population as racial inferiors. Jesse Owen's victories at the 1936 Berlin Olympics and Joe Louis's 1938 victory over Max Schmeling at Yankee Stadium marked the first time in America history that large numbers of white Americans perceived a black athlete as fighting for them, and joyously celebrated their triumphs. These moments helped set the stage for gradual steps taken by coaches at schools like NYU, UCLA, and the City College of New York to recruit black players for their football and basketball teams as well as for much bigger steps taken by Major Leagues Baseball executive Branch Rickey to integrate the national pastime.

It was not a miraculous rise in the number of talented black athletes but changes in the political climate in the nation and the world that led to the integration of sports. Throughout the segregated eras of the 1930's and into the 1940's, the best white major league baseball and professional basketball players knew how good black athletes were for they competed against-and often lost to-all-black teams. In the early 1930's, the legendary all-white New York Celtics basketball team played and lost as many games as they won against the all-black Harlem Renaissance Five. Later in the decade, the Harlem Globetrotters, whose skill level was as impressive as their comedy, won the majority of their games against professional teams. The same was true in contests between barnstorming groups of major league players and black teams like the Pittsburg Crawfords and the Homestead Grays. Satchel Paige was a legendary figure among white major leaguers well before he signed to play for the Cleveland Indians in 1948. There wasn't a white player who competed against him who didn't think that if the color line broke, he would be an instant star.

Unreconciled Strivings: Baseball in Jim Crow America

Excerpt

...White baseball fans across the nation attended games that pitted black teams against white semiprofessional and professional squads, but most had minimal exposure to top level competition between black athletes. The daily press in most cities rarely covered constructive black activities of any kind....Reports of games that found their way into the white press often lampooned the fans and festivities or referred to the players as “duskies” and other racist terms.

White fans appear to have been more likely to attend all-black games in the early years of the century. In 1907, a three-game series in Chicago between the Indianapolis ABC’s and Lincoln Giants attracted 30,000 fans some white, some black. “There is no color line anywhere; our white brethren outnumbered us by a few hundred and bumped elbows in the grandstand...the box seats and bleachers,” reported David Wyatt....During the 1920’s, however, perhaps due to the Great Migration, and 1919 race riots, white attendance dropped to 10 percent or less.....

Although whites rarely attended Negro league games, blacks in many cities frequented major and minor league ballparks. Many African Americans, particularly those who only read mainstream newspapers, were more aware of white baseball than the black alternative. “Scores of people in Harlem...do not know there is a colored baseball club in the city.” alleged the *Amsterdam News* in 1929. The *Philadelphia Tribune* reported that black children attending a Hilldale game in 1920’s “had heard of Cobb, Speaker, Hornsby and Babe Ruth and other pale-faced stars, but knew not that they had players of their own group who could hold their own with any stars of any league.”

African American newspapermen repeatedly chided blacks for supporting organized white baseball. “It is bad enough to ride on Jim Crow cars, but to go into ecstasies over a Jim Crow sport is unforgiveable.” Admonished the *Chicago Whip* in 1921. Two years later, a sportswriter in Washington, D.C., where African Americans avidly rooted for the Senators, asked, “Why then should we continue to support, foster and fill the coffers of a national enterprise that has no place or future for me of color, although they have the ability to make the grade?” Wendell Smith offered a scathing critique of black fans in 1938.

“Why we continue to flock to major league ball parks, spending our hard earned dough, screaming and hollering, stamping our feet and clapping our hands, begging and pleading for some white batter to knock some white pitcher’s ears off, almost having fits if the home team loses and crying for joy when they win, is a question that will probably never be settled satisfactorily. What in the world are we thinking about anyway?”

The fact that major league baseball refuses to admit Negro players within its folds makes the question just that much more perplexing. Surely, it’s sufficient reason for us to quit spending our money and time in their ball parks, Major league baseball does not want us. It never has. Still we continue to help support this institution that places a bold “Not Welcome” sign over its thriving portal and refuse to patronize the very place that has shown that it is more welcome to have us. We black folks are a strange tribe!” (1)

The presence of black fans at white games grated for many reasons. As a Kansas City minister commented about the patronage of white-owned businesses, “all of that money goes into the white man’s pocket and then out of our neighborhood.” The prevalence of segregated seating provoked additional irritation. In St. Louis, where fans had to sit in a separate area behind a screen, a black newspaper condemned fans who ignored the St. Louis Stars, but chose to “fork over six bits to see a game at Sportman’s Park...and get Jim Crowed in the bargain.” In Kansas City, blacks faced segregated seating in minor league Blues games throughout the 1920’s....By the late 1930’s although there were no signs at most stadiums, “you just knew that was where you would sit”.

By the 1940’s the Negro league was profitable and many whites were involved in ownerships and management of these teams. These conflicts and debates over the role of whites in black baseball revealed not just the racial tensions that always existed in the age of segregation but the stake of African Americans in

successful black-owned and –operated institutions. “Who owns the Grays?” reflected the Washington Afro-American in 1943? It is a pleasure to inform the fans of Washington that the Washington Homestead Grays are owned and operated by three colored gentlemen”. A scene at the opening game of the 1946 Negro League World Series captured this sense of pride, When heavyweight champion Joe Louis threw out the first pitch, he tossed a silver ball that had been awarded to the Cuban Giants, the first great black professional team, for winning a tournament in 1888, As James Overmyer writes, “With a sweep of his right arm, Louis, the greatest black athlete of his day, symbolically linked the earliest era of Negro baseball with its most recent high point.”In September 1946, Jackie Robinson was completing his first successful season in organized baseball. The response to Robinson revealed the fragile hold that all-black baseball held on the African American psyche.....In *The History of Colored Baseball* in 1906, Sol White says” There are grounds for hoping that someday the bar will drop and some good man will be chosen out of the colored profession that will credit to all, and pave the way for others to follow”. Rube Foster had another vision, wherein, an all-black team would pierce the ranks of the white professional leagues, but the model of ultimate integration remained. The *Crisis* , the journal of the National Association for the Advancement of Colored People, left no doubt as to the ultimate purpose of the Negro Leagues.” It is only through the elevation of our Negro league baseball that colored ball players will break into white major league ball”, avoid the *Crisis* in 1938

Tygiel, Jules: *Unreconciled Strivings: Baseball in Jim Crow America. The American Game Baseball and Ethnicity*, Southern Illinois University Press Series: 2002. Pgs.77,84,85

Yankees President Larry McPhail's Plan to Discourage Integration of baseball, 1946

The appeal of baseball is not limited to any racial group. The Negro takes great interest in baseball and is, and always has been, among the most loyal supporters of professional baseball....

The American people are primarily concerned with the excellence and performance in sport rather than the color, race, or creed of the performer...

Baseball will jeopardize its leadership in professional sport if it fails to give full appreciation to the fact that the Negro fan and the Negro player are part and parcel of the game. Certain groups in this country, including political and social-minded drum-beaters, are conducting pressure campaigning in an attempt to force major league clubs to sign to Negro players. Member of these groups are not primarily interested in professional baseball. They are not campaigning to provide better opportunity for thousands of Negro boys who want to play baseball. They are not even particularly interested in importing the lot of Negro players who are already employed. They know little about baseball- and nothing about the business end of its operation. They single out professional baseball for attack because it offers a good publicity medium.

These people who charge that baseball is flying a Jim Crow flag at its mast-head- or that racial discrimination is the basic reason for failure of the major leagues to give employment to Negroes-are simply talking through their individual or collective hats. Professional baseball is a private business enterprise. It has to depend on profits for its existence, just like any other business. It is a business in which Negroes, as well as whites, have substantial investments in parks, franchises, and player contracts. Professional baseball, both Negro and white, has grown and prospered over a period of many years on the basis of separate leagues. The employment of a Negro on one AAA League club in 1946 resulted in a tremendous increase in Negroes, attendance at some games at Newark and Baltimore was in excess of 50 percent. The situation might be presented, if Negroes participate in major league games, in which the preponderance of Negro attendance in parks such as the Yankee Stadium, the Polo Grounds, and Comiskey Park could conversably threaten the value of the major league franchises owned by these clubs.

The thousands of Negro boys of ability who aspire to careers in professional baseball should have a better opportunity..... Singing a few Negro players for the major leagues would be a gesture- but it would contribute little or nothing toward a solution of the real problem. Let's look at the facts:

- (1) The major league baseball player must have something besides great natural ability. He must possess the technique, the coordination, the complete attitude, and the discipline which is usually acquired only after years of training in the minor leagues. The minor league experience of players on the major-league rosters, for instance, average 7 years. The young Negro players are being developed. This is the reason that there are not more players who meet major-league standards in the big Negro Leagues. Sam Lacey, sports editor of the Afro-American newspapers, says, 'I am reluctant to say that we haven't a single man in the ranks of colored baseball who could step into the major league uniform and disport himself after the fashion of a big leaguer....Mr. Lacey's opinions are shared by almost everyone, Negro or white, competent to appraise the qualifications of Negro players.

(2) About 400 Negro professionals are under contract to the 24 clubs in four Negro leagues. Negro leagues have made substantial progress in recent years. Negro baseball is not a \$2000, 000 business. One club, the Kansas City Monarchs, drew over 300,000 people to its home and road games in 1944 and 1945. Over 50,000 people paid \$72,000 to witness the East-West game at the White Sox Stadium in Chicago. A Negro-League game established the all-time attendance at Negro games in the Yankee Stadium is over 10,000 per game.

These Negro leagues cannot exist without good players. If they cannot field good teams, they will not continue to attract the fans who click the turnstiles.... If the major leagues and the big minors of professional baseball raid these leagues and take their best players—the Negro leagues will eventually fold up... a lot of professional Negro players will lose their jobs. The Negroes who own and operate these clubs do not want to part with their outstanding players—no one accuses them of racial discrimination.

(3)The Negro Leagues rent their parks in many cities from clubs in organized baseball. Many major and minor league clubs derive substantial revenue from these rentals. 9The Yankee organization, for instance, nets nearly \$100,000 a year from rentals and concessions.)... Club owners in the major leagues are reluctant to give up revenues amounting to hundreds of thousands of dollars every year. They naturally want the Negro leagues to continue. They do not sign, and cannot properly sign, players under contract to Negro clubs. This is not racial discrimination. It's simply respecting the contractual relationship between the Negro leagues and their players....

There are many factors in this problem and many difficulties which will have to be solved before any generally satisfactory solution can be worked out. The individual action of any club may exert tremendous pressure upon the whole structure of professional baseball and could conceivably result in lessening the value of several major league franchises....

Riess, Steven Major Problems in American Sports History: Houghton Mifflin, Berkeley, CA 1997 p.371-372

A Lone Negro in the Game: Jackie Robinson's Rookie Season

Excerpt.....

To blacks America, Jackie Robinson appeared as a savior, a Moses leading his people out of the wilderness.... Thousands of blacks thronged to the ball parks wherever he appeared. At games in the National League's southernmost cities blacks swelled attendance. Many traveled hundreds of miles to see their hero in action. The Philadelphia *Afro-American* report that orders by blacks for tickets for the first Dodger-Phillies series had "poured in" from Baltimore, Washington, and other cities along the eastern seaboard. For games in Cincinnati, a "Jackie Robinson special" train from Norfolk, Virginia, stopping en route to pick up black fan....

As a boy, white columnist Mike Royko attended Robinson's first game at Wrigley Field in Chicago. Twenty-five years later he described the event:

In 1947, few blacks were seen in downtown Chicago, much less up on white North side at Cub game.

That day they came by the thousands, pouring off the North-bound ELS and out of their cars.

..... The whites tried to look as if nothing unusual was happening, while the blacks tried to look casual and dignified. So everybody looked ill at ease.

For the most part it was probably the first time they had been so close to each other in such large numbers...

Robinson's correspondence reflected the changes in racial attitudes that he inspired. His dynamic presence instilled a sense of pride in black Americans and led many whites to reassess their own feelings. The affection of Robinson grew so widespread that at the years end voters in an annual public opinion poll named him the second most popular man in America. Only Bing Crosby registered more votes...

..... Despite his growing acceptance, Robinson remained problematical. Throughout the Jim Crow era the issue of housing black players had loomed as a major objection to integration. Even in many northern cities, the better hotel did not allow blacks. In border cities like St. Louis and Cincinnati segregation remained the rule. Rickey and his advisers had determined that the dodgers would not challenge local customs...

In Boston, Pittsburg, and Chicago, Robinson had no problems. In Philadelphia and St. Louis, officials barred him and he stayed at Negro Hotels. The Dodgers anticipated the Robinson would not be allowed to stay with the team in Cincinnati, But in the Netherlands-Plaza Hotel accepted him under the provision that he eat his meals in his room so as not to offend other guests.

The Dodgers dared not tamper with one taboo- the prohibition on interracial roommates... In 1947 Robinson usually roomed with Wendell Smith, who traveled with the team as both a reporter and a Dodger employee...

Robinson also received numerous money-making propositions for the winter and fall. He signed up for a theatrical tour of New York, Washington, and Chicago, traveling with three vaudeville acts. For each of his appearances Robinson would receive a minimum of \$2,500. The articulate athlete became popular radio quest and signed contracts to co-author an autobiography and to star in a Hollywood movie. Sources estimated that

despite his low salary, Robinson income for 1947 exceeded that all major leaguers with the exception of Bob Feller and Hank Greenberg...

Throughout most of the season Robinson maintained his batting average over .300 but a late season slump after the Dodgers had clinched the pennant dropped him to .297. He finished second in the league in runs with 12. Despite his reputation for being injury prone, Robinson appeared in 151 of the 145 contests, more games than anyone else on the club.

Robinson's performance also benefited other National League teams. Throughout the season fans continued to watch him in record numbers...By the seasons end Robinsons had established new attendance marks in every city except Cincinnati. Thanks to Robinsons, National League attendance in 1947 increased by more than three quarters a million people above all-time record set in 1946. Five teams set new seasons records, including the Dodgers, who attracted over 1.8 million fans for the first, and last, time in the club's Brooklyn history...

The saga of Robinson's first season has become a part of American mythology- sacrosanct in its memory, magnificent in its retelling. It remained a drama which thrills and fascinates, combining the central themes of the illusive Great American Novel: the undertones of Horario Alger, the inter-racial comradery of nineteenth-century fiction, the sage advisor and his youthful apprentice, and the rugged and righteous individual confronting the angry mob. It is a tale of courage, heroics, and triumph, so dominant his personality, that few people have questioned the strategies and values the underpinned Branch Rickey's "noble experiment". Rickey based his blueprint for integration both on his assessment of the racial realities of postwar America and his flair for the dramatic. He believed the United States was ready for integrated baseball, but the balanced remained so precarious that the breakthrough had to be carefully planned and cautiously advanced. Americans – both Black and white, players and fans- needed time to accommodate themselves to the idea of blacks in baseball. The slightest false step, Rickey concluded, would delay the entry of nonwhites into the National pastime indefinitely. Rickey felt that the primary burden of this undertaking had to rest on the shoulders of a lone standard-bearer, upon whose success or failure the fate of the entire venture would be determined. The fact that this gradual process accrued publicity and added to the drama was never central to Rickey's thinking, but rather a natural component of his personality, Rickey conceived of schemes on the grand scale and enacted them accordingly...

Riess, Steven Major Problems in American Sports History: Houghton Mifflin, Berkeley, CA 1997 p. 373-376

Questions for Readings:

Why Sports History in American History

What is Meritocracy?

Find evidence that blacks were just as good

Who were heroes of integration before Robinson?

Why was beating NAZI Germany so important?

Unreconciled Striving:

What are some reasons given for the African Americans supporting white Major League Baseball?

Why were whites involved in Negro Leagues?

What are the examples of white support and white racism?

Yankee President Larry McPhails Plan....

What are his claims?

Which claims are “racist”?

Which claims are about money?

Jackie Robinson’s Rookie season

Why do you think everyone was ill at ease at Jackie Robinson’s first game?

How did Robinson reflect changes in racial attitudes?

What were the problems Robinson faced due to his race?

In line 61, explain what the writer means by Branch Rickey’s “noble experiment”?

These are created for students differentiation and not necessary in lesson.

Evaluation/Reflection

People in my home group discussed and equally participated in working to find the evidence to support our claim.

1 2 3 4 5

People in my discussion group were respectful and followed the rules of accountable talk.

1 2 3 4 5

I actively and respectfully participated in my discussion group.

1 2 3 4 5

Write a paragraph reflecting your experience. What did you learn, how could it be improved, would you like to do this type of discussion again, compare to others we have done this year.

What role did baseball play in racial integration in the 1920-1950?

Are there any words in the question that need defining? _____.

_____.

Restate the question.

Notes

Document

Title: _____.

Evidence #1 (line #) _____.

_____.

Evidence #2 (line #) _____.

_____.

Evidence #3 (line #) _____.

_____.

Summary from group:

What role did baseball play in racial integration in the 1920-1950?

Baseball gave an arena for blacks and whites to be together and show that blacks were as good as whites.

Are there any words in the question that need defining? Integration means to remove barriers imposing segregation upon (racial groups)

Restate the question. What role did baseball play in removing barriers imposing segregation upon racial groups in the 1920-1950?

Notes

Document

Title: _____ Jackie Robinson's Rookie Season _____.

Evidence #1 (line # 18)_probably for the first time they had been close to each other in such large numbers..

Evidence #2 (line # 39)_Robinson also received numerous money making propositions for the fall and winter.

Evidence #3 (line # 45) throughout the entire season Robinson maintained a batting average over .300. He finished second in the league in runs with 12.

Summary from group:

Jackie Robinson did not only revolutionize the game of baseball, but the perspective of African Americans during the '40's and '50's- Robinson was a symbol of blacks, showing African Americans were just as talented as whites. It was his work that changed the racial perception of many people, as her grew to be the second most popular man in America at that time. Robinson's presence brought record breaking attendance in many teams' stadiums in the North and brought masses of African Americans and white together in one area. Although not everyone was sold on Jackie Robinson; cities like Philadelphia, St. Louis, and Cincinnati made Robinson stay in different hotels or eat in his room alone. Robinson endured and remained patient in order to bring about introduction of minorities into the MLB. For the fate of the future non-white athletes rested on his shoulders. Robinson's dominant playing (.297 batting average), and personality made him popular but also made the Brooklyn Dodger's manager Branch Rickey's "experiment" a success both on and off the field for African Americans.

Rubric

	4	3	2	1
Summary Content Article # 1 (assigned article)	The summary states the articles main idea, important facts and makes the same point as the article	The summary states the articles' main idea and important fact but does not make the same point as the article	The summary states the main idea but shares only some of the important facts from the article	The summary does not state the main idea of the article and misses many important facts.
Argument paragraph	The paragraph contains a strong, well-written claim, evidence cited from text and reasoning with strong conclusion.	The paragraph contains a claim, evidence is cited from text and reasoning with conclusion.	The paragraph contains a claim, may be unclear, attempt is made to use evidence from text and reasoning is unclear. May or may not have conclusion sentence.	The paragraph is unorganized lacks a clear claim, and is mostly writer's opinion.
Participation	Consistently provides useful ideas when participating in both group discussions. Leader of the group	Usually provides useful ideas when participating in both group discussions. Strong group member who gives good effort	Sometimes provides useful information when participating in group discussions. Does not need redirection on task	Rarely provides information or participates in group discussions. Needs continual redirection to stay on task in group.
Prepared	Student completes their assigned packet outline and includes additional facts to share with group and brings it to class daily	Student completes their assigned packet and brings it to class daily	Student completes most of the assigned packet and brings it to class	Student has packet partially completed/does not bring to class
Annotation	Student has assigned reading completely annotated and has used outside resources to find information	Student has assigned reading completely annotated	Student has assigned reading mostly annotated	Student has little/no annotation done for assigned reading

<http://www.masters.ab.ca/bdyck/Professional/Internment/Puzzle/Jigsaw/Jigsaw%20Final.pdf>
modified from