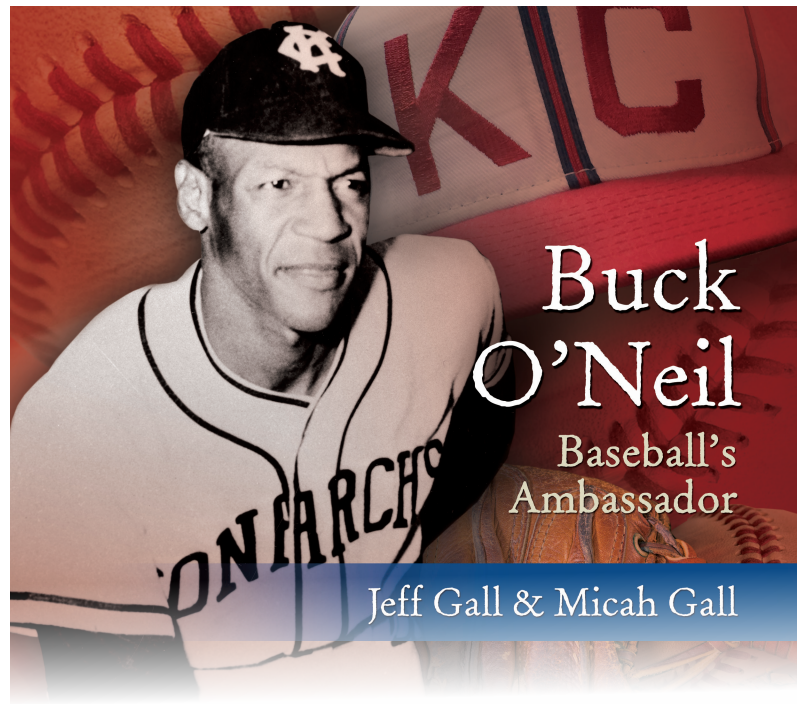




## Study Guide

### Grade Level: 4



**UNIT DESCRIPTION:** The purpose of this unit is to explore how nonfiction literature is organized and how the writer, through the purposeful use of historical facts and nonfiction structure, assists the reader in comprehending nonfiction literature.

The structures and features to be explored in this unit will include: Chronology, Comparison, Cause/Effect, Problem/Solution, Main Idea/Details, Charts, Graphs, Diagrams, Timelines, Photographs, Indexes, Glossaries, and Vocabulary.

**SUGGESTED TIMELINE:** Approximately 2 to 3 weeks

**CLASS PERIOD:** 45 to 60 minutes daily

#### ESSENTIAL QUESTIONS:

1. How does nonfiction literature differ from fiction?
2. How do authors organize and present information in nonfiction text to aid the reader in understanding the text?
3. How does understanding the author's choices in the use of certain text features and structures assist me as a reader?

#### TECHNOLOGY RESOURCES:

##### Reading Nonfiction

<http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction>

##### Understanding Main Idea

<http://brainpop.com/english/writing/mainidea/>

##### Compare/Contrast Graphic Organizers

[http://www.educationoasis.com/curriculum/GO/compare\\_contrast.htm](http://www.educationoasis.com/curriculum/GO/compare_contrast.htm)

##### Cause/Effect Graphic Organizers

[http://educationoasis.com/curriculum/GO/cause\\_effect.htm](http://educationoasis.com/curriculum/GO/cause_effect.htm)

##### Chain Graphic Organizers: Sequence, Cycle, Time Line, and Chain of Events

<http://www.educationoasis.com/curriculum/GO/sequence.htm>



# UNIT TITLE: NOTABLE MISSOURIANS

## Buck O'Neil: Baseball's Ambassador

**GRADE LEVEL: 4**

### UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. World Maps
3. Prediction Charts as they read
4. Descriptive Writing
5. Class Debates
6. Reader's Theatre
7. Newspaper Articles
8. Scrapbooks
9. Character Maps
10. Postcard
11. Diary or journal entries

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	COMMON CORE ANCHOR STANDARD LEARNING GOALS*	GLEs/CLEs	PS	CCSS	DOK
The learner will interpret and explain information provided through the graphic features in nonfiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section or chapter) relate to each other and the whole.	R.3.A.4	1.5 1.6 2.4 3.5	RI.4.7	2
The learner will describe the organizational structures of nonfiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section or chapter) relate to each other and the whole.	R.3.A.4 R.3.C.4.A R.3.C.4.B R.3.C.4.C R.3.C.4.D R.3.C.4.E R.3.C.4.F R.3.C.4.J R.3.C.4.K	1.5 1.6 2.4 3.1 3.4 3.5 3.6 3.7 3.8	RI.4.5	2
The learner will explain how the organizational structures and graphic features aid in the comprehension of nonfiction text.	CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.4.a R.1.D.4.b R.1.H.4.a		RI.4.10	1 3

GLEs/CLEs: meaning; PS: meaning; DOK: \* On the Department of Elementary and Secondary Education website (dese.gov), these standards are known as the Missouri Learning Standards.

**TITLE SUMMARY:** “Baseball wasn’t always played on an even playing field. When Buck O’Neil started his baseball career in the 1930s, African Americans weren’t allowed to play in the major leagues. Buck started in the Negro Leagues, where he played first base and coached the Kansas City Monarchs, appeared in three All-Star Games, and won a World Series. In 1962 Buck became the first African American coach in the major league baseball. As a scout and a coach in the major leagues, he helped players reach their full potential. He told people about the Negro Leagues and helped start the Negro Leagues Baseball Museum in Kansas City. As an ambassador for baseball, Buck devoted his life to helping other players achieve greatness and promoting the game he loved.”



# UNIT TITLE: NOTABLE MISSOURIANS

PAGE 3

## Buck O'Neil: Baseball's Ambassador

**GRADE LEVEL:** 4

**TITLE THEMES:** Baseball, segregation, civil rights, African American experience, Kansas City Royals, Kansas City Monarchs

**HISTORICAL RELEVANCE:** In a time of segregation, Buck O'Neil followed the possibility of more opportunity to the north and ended up playing baseball. He continued his career suffering the indignities of segregation with character, and ultimately ended up breaking racial barriers in baseball management.

**KEY VOCABULARY:** Barnstorming, assortment, mortgaged, bunted, drafted, manual labor, prejudice, segregated, battalion, chaplain, baseball scouts, resigned, invaluable, integrated

### DISCUSSION QUESTIONS:

1. How do you think playing baseball today is different from playing baseball when Buck was a kid? How are they alike?
2. Think about Buck's proposal to Ora. How would you feel about communicating through letters during war? How would it have been different with technology?
3. What do you think Buck's life would have looked like if he never played baseball? Think about your life. What would your life be like if you didn't have time to do things you enjoyed?
4. Why do you think we consider Buck O'Neil a notable Missourian?

### COMPREHENSION QUESTIONS:

#### Chapter 1

1. What cities in Florida did Buck grow up in?
2. Why were John and his friends not allowed into the ballpark during spring training?
3. What were the Jim Crow laws?

#### Chapter 2

1. How did Coach Ox Clemons help John as a baseball player?
2. How did John receive his nickname "Buck?"
3. What did African American travelers use to find safe places to eat and sleep?
4. What baseball team did Buck join in 1938?

#### Chapter 3

1. Why did Mr. Wilkinson buy the expensive lighting system?
2. What was the biggest event of the year for the Negro Leagues?
3. On Easter Sunday, in 1943, what happened in Buck's life?

#### Chapter 4

1. What battalion did Buck serve under? What did he mostly do?
2. How did Buck ask Ora to marry him?



## UNIT TITLE: NOTABLE MISSOURIANS

PAGE 4

Buck O'Neil: Baseball's Ambassador

GRADE LEVEL: 4

### COMPREHENSION QUESTIONS Continued:

3. Why was Jackie Robinson signing for the Dodgers important for civil rights?
4. When Buck became a manager for the Monarchs, how did he treat his team?

### Chapter 5

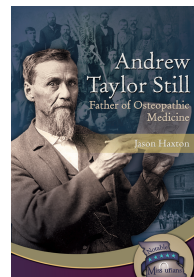
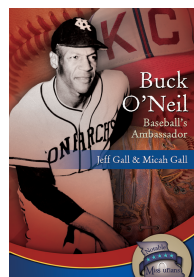
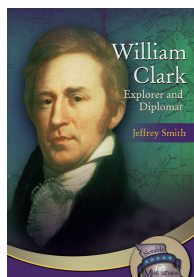
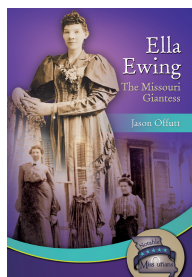
1. In 1962, Buck was promoted to what position for the Chicago Cubs? Why was this important for the major leagues?
2. In Kansas City, Buck was a driving force behind creating what?
3. After Buck's death, what did the Hall of Fame create to honor him? What does the award honor?

### MISSOURI CONNECTIONS:

Negro Leagues Baseball Museum -- 1616 East 18th St., Kansas City, MO. This is the museum celebrating the Negro leagues Buck was a driving force behind. The museum has multimedia, photographs and artifacts.

Buck O'Neil Legacy Seat -- Kauffman Stadium. This seat, mentioned in the book, is used to celebrate important people in Kansas City and is in the Royal's stadium.

Kansas City still does a "Dress to the Nines Day." Families can buy tickets for a specific Sunday and are encouraged to dress in their "Sunday best." [http://kansascity.royals.mlb.com/kc/ticketing/negro\\_leagues.jsp](http://kansascity.royals.mlb.com/kc/ticketing/negro_leagues.jsp)



## Notable Missourians

2016 Study Guides Available: Grade Level 4

Ella Ewing: The Missouri Giantess; William Clark: Explorer and Diplomat;  
Buck O'Neil: Baseball's Ambassador; Andrew Taylor Still: Father of  
Osteopathic Medicine

*Also available:* Jean Jennings Bartik, Olive Boone, Jeffery Deroine, Marie Meyer Fower, Emmett Kelly, Joseph Kinney, Albert Bond Lambert, Stan Musial, Sam Nightingale, Helen Stephens, Great Walker, and Alphonso Wetmore