

TEACHER'S GUIDE



Dad, Jackie, and Me

Written by Myron Uhlberg | Illustrated by Colin Bootman

HC: 978-1-56145-329-0

PB: 978-1-56145-531-7

Ages 4–8 | Historical Fiction

AR • RC • Lexile • F&P • GRL Q; Grade 4

ABOUT THE BOOK

Set in the summer of 1947 in New York City, this picture book tells the story of a young boy and his hearing-impaired father, and shows how their love of baseball—and their admiration for the newest player for the Brooklyn Dodgers, Jackie Robinson—brings them closer together. As their shared interest in the great American pastime helps to deepen the relationship between this father and son, it also deepens their understanding and acceptance of the differences between people.

The young boy, who once was embarrassed by his deaf father, learns to appreciate and accept him for who he is and what he can do, just as the nation learns to embrace the skills and differences of an inspiring baseball player, Jackie Robinson.

Although much of this story is fictional, the author, Myron Uhlberg, crafted it from his own childhood experiences with his hearing-impaired father and the excitement they shared when Jackie Robinson broke the major league baseball color barrier during his first season with the Brooklyn Dodgers.

THEMES

- Accepting differences
- Discrimination/prejudice
- Family traditions
- Overcoming obstacles

BEFORE YOU READ

1. Make copies the Anticipation Guides related to the themes in the book (pages 5–7 of this guide) and distribute them to your students. Ask them to agree

or disagree with the statements in the “Before Reading” section of the guide. For example, their answers on Anticipation Guide II will reflect their current feelings on racial discrimination or discrimination against the hearing impaired. You could also create an anticipation guide to access the students’ prior knowledge regarding life in the 1940s. Allowing the students to record their thoughts or feelings or knowledge before they read provides a basis for comparing the changes in those feelings and that knowledge after they have finished reading the book. You may wish to read the anticipation guide to younger students, but older students will be able to read and record their thinking on their own.

2. **Picture Prediction:** After the students have acknowledged their personal beliefs and ideas related to themes in the text, you can prompt them to predict what may happen in the text based on only the illustrations. An example of the Picture Prediction chart is on page 8 of this Teacher’s Guide. The illustrations in the book *Dad, Jackie, and Me* match the text beautifully and will provide younger or older students with authentic opportunities to make meaningful predictions before they read. This activity allows students to predict possible events in the story and start piecing together important details that they may discover and build on as they read. You may either make multiple copies of the pages you want the students to base their predictions on or you can allow students to choose which illustrations to investigate. Just as important in making predictions and building schema for a text before you read is recording those

predictions. As students record their predictions, either with pictures, words, or sentences, they are concretely identifying their “before reading thinking” and will be able to refer back to their thinking during their reading and when they are finished with their text.

3. **Vocabulary investigation/schema**

identification: Before reading the text, it is also essential to tap into the students’ prior knowledge of the word “discrimination,” one of the themes woven throughout the book. Discrimination is illustrated through Jackie Robinson’s struggle to play baseball in a previously all-white league and through the attitude of the son and other hearing people toward the hearing-impaired father. Students should be encouraged to share their ideas and feelings about discrimination and prejudice—either from personal experience or from observation. Writing about or discussing their prior knowledge and experiences with discrimination and prejudice will help to organize their thinking in a way that makes sense to them. Ask your students to use a web or a flow chart to demonstrate their ideas about discrimination.

AS YOU READ

1. **Picture Predictions:** From time to time, refer to the picture predictions that students made before they started reading. Help them to validate their predictions with the text as they read or allow them to change and adjust their predictions using clues they find within the text. This process can be done as a whole class or individually, depending on the students’ age, experience with making predictions, and schema of the text.
2. **Connections and Reflections (connection part):** One of the most important comprehension strategies and processes that readers use to understand what they read is making connections. Both young and old students are able to generate text to self, text to text and text to world connections before, during, and after they read. Young readers often create connections as they read without knowing what that type of response to a text is called and how to organize their connections in a way to help them better remember, understand, and continue to connect what they read. If you are using the book as a read-aloud, use the connections and reflections in a whole class setting; if students are reading the book individually, they can generate and record their connections as they read. An example of

the Connections and Reflections handout is on page 10 of this guide. Copy this as a large chart if teaching the whole class. Have students look for connections as they read, then record them on the sheet and identify whether they are text to self, text to text, or text to world connections. Students may draw, write words, or compose sentences, depending on their ability level to share their connections. When they are finished reading the text, the students can continue to respond by reflecting on all the connections they have recorded and following up with other connections or questions.

AFTER YOU READ

1. **Anticipation Guide:** Have students reread their responses on the anticipation guide that they completed prior to reading the book. Ask them to reflect on their previous thinking and answer the questions in the “after reading” section. As they do this, help them see how their schema has grown and how their attitudes and opinions may have changed. Have the students compare their thinking before and after reading the book and allow them to draw conclusions as to why their attitudes may have changed. Use the statements and students’ opinions on the anticipation guide to continue discussion about the issues they have identified from the text and connections they have made to the issues.
2. **Picture Predictions:** Have students reflect on the picture predictions they made about the text before they read and while they were reading. Have them respond either orally or through writing about their predictions. Were their predictions correct? Did the illustrations lead them to think one way but the text gave them different ideas? What changed in their predictions while they were reading? What do they think will happen to the characters now that the book is finished? Ask them to make predictions about the themes in the book such as discrimination. Will it continue to trouble Jackie Robinson in baseball? After students share their thoughts, ask them to write a sequel to the story, expanding on their predictions.
3. **Another Point of View:** The story was told from the boy’s perspective, but after reading the story and learning about the two other integral characters that created the impact of the story, ask the students to choose another character—the boy’s dad, the boy’s mother or a friend, or Jackie Robinson—and retell the story from that point of view. Before starting this activity, make sure students have comprehended the

storyline, plot, themes, and character relationships woven into the text. Writing from another point of view is challenging; students will need to refer to the original text for details and descriptions when taking on this task. This activity helps students understand the meaning and themes in the text and become more closely connected with the original text and the characters. Younger children can do this activity as a group.

4. **Connections and Reflections (reflection part):**

Students have completed their connections and reflections chart by recording their text to self, text to text and text to world connections. Now ask them to revisit the connections they have written on their chart. Younger students can do this as a whole class or in small groups; older students should be able to complete this independently. As the students reread the connections that they have made, encourage them to reflect on their connection in relation to the text. For example, while they were reading they may have made this text-to-self connection: "Like the boy in the book, I have been to a baseball game with my dad." Using this connection as an anchor to the text, ask the student to reflect upon that connection and relate it to the text. The student might reflect by writing, "I wonder what their favorite thing to do at the baseball game is? My dad and I like to get hot dogs with mustard." Or they might say, "My dad and I go see the Reds play every home game together." Encourage students to expand on their connections, think of questions about them, and use them to gain a deeper understanding of the story.

CURRICULUM CONNECTIONS

LANGUAGE ARTS

1. Create a diary or journal from 1947. Use context clues to help support the authenticity of the journal and diary writing.
2. Write and illustrate a book about sign language. Use photographs of students in the class demonstrating sign language and then have them write about how to make the sign, what it means, and how you might use it in a sentence.
3. Research other African-American baseball players who, like Jackie Robinson, had to overcome prejudice in order to play a game they loved. Continue by investigating Asian-American baseball

players, Hispanic baseball players and players with physical disabilities. Compare their stories of success to that of Jackie Robinson's.

SCIENCE

1. Investigate pitch speeds while exploring velocity, gravity, and distance.
2. Explore the relationship between the speed of the pitch, the speed of the batter's swing, and the distance the ball will travel when hit.
3. Identify the locations on a bat that will produce hits towards left field, right field, center field, or foul tips.
4. Research the laws of gravity by throwing and catching baseballs at various heights and speeds.

SOCIAL STUDIES

1. Evaluate the lifestyle differences between 1947 and today. Compare transportation, school, media, jobs, and leisure activities of children and adults. Chart differences and similarities.
2. Research the location of Brooklyn (the original home of the Dodgers) and explore other aspects of the city of Brooklyn. Compare and contrast the characteristics of Brooklyn to the city in which the students live.
3. Locate other baseball parks around the country and map out locations. Identify which stadiums are closest to and farthest away from where the students live.
4. Identify the differences between the rules of baseball in various countries around the world. Research the changes in the regulations and rules of baseball in the United States since 1947.

MATH

1. Write and solve baseball-related math problems. Incorporate money, time, measurement, addition, subtraction, multiplication, and division. Allow the students to be part of the writing and thinking process of creating the problems and then solving them.
2. Investigate the geometry of baseball and baseball fields. Compare the shapes found at home plate (pentagon), the bases (squares), the field (diamond), the ball (sphere).
3. Measure the distances between the bases and to home plate with standard and non-standard measurement. Compare the distances between bases on baseball and softball diamonds.
4. Investigate how to measure around a baseball using diameter and circumference.

RELATED READING

- **Let Them Play** by Margot Theis Raven
- **The Skin I'm In: A First Look at Racism** by Pat Thomas
- **I Can't Always Hear You** by Joy Zelonky
- **Mandy** by Barbara D. Booth
- **Sign Language for Kids: A Fun & Easy Guide to American Sign Language** by Lora Heller
- **You Can Learn Sign Language!** by Jackie Kramer and Tali Ovadia
- **Teammates** by Peter Golenbock
- **The Sound of All Things** by Myron Uhlberg

ABOUT THE AUTHOR

Myron Uhlberg, a native of Brooklyn, New York, connects many of his texts with the neighborhood and city in which he grew up. He was born as a hearing child to two deaf parents and developed an early love for words and reading. As a young child, he lived without a television and instead read books and became an avid baseball fan. Later on his family did buy a television, but Myron still continued to nurture his love of reading and later writing. He has written many books for children, including *Flying Over Brooklyn*, *Lemuel the Fool*, *Mad Dog McGraw*, *The Printer* and *The Sound of All Things*. He continues to nurture his love of baseball and writes full time in California, where he lives with his wife, Karen.

www.myronuhlberg.com

ABOUT THE ILLUSTRATOR

Colin Bootman, a native of Trinidad, moved to the United States at the age of seven. A graduate of the School of Visual Arts in New York, he has illustrated numerous books for children, several of which have been named Bank Street Best Children's Books of the Year. *Almost to Freedom* was a Coretta Scott King Illustrator Honor Book. *Dad, Jackie, and Me* received the 2006 Schneider Family Book Award given to books that embody an artistic expression of the disability experience. His illustrations have appeared in dozens of children's books, and many of his fine art illustrations have been exhibited in art shows or are now part of private collections. Bootman currently lives in New York City and has four children.

REVIEWS

"...The tale focuses less on the specifics of the season and more on the link between Robinson and the boy's deaf father overcoming obstacles; in many ways the concluding author's note tells the more poignant side of the autobiographical points to the story."

—**Publishers Weekly**

"Though baseball and Jackie Robinson are at the heart of this story, its strength lies in its depiction of the bond between father and son. It is evident that their relationship is characterized by respect and tenderness."

—**School Library Journal**

"This genuinely affecting, fictionalized story reveals how Uhlberg's father, who is deaf, personally relates to the first African-American player in major league baseball as someone who also has to overcome discrimination... Bootman's realistic, wonderfully expressive watercolor paintings capture the fashions and flavor of 1940s New York..."

—**Kirkus Reviews**

Peachtree Teacher's Guide for
DAD, JACKIE, AND ME

prepared by Kenya Kilpatrick and Tara Klute

Copyright ©2017 by Peachtree Publishers. All rights reserved. For instructional uses only and not for resale. Except for the printing of complete pages, with the copyright notice—no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopy, recording, or any other without written permission. Requests for permission to use any section of the work should be mailed to: Permissions Department, Peachtree Publishers, 1700 Chattahoochee Avenue, Atlanta, GA 30318-2112.



phone 404-876-8761 • 800-241-0113
fax 404-875-2578 • 800-875-8909
www.peachtree-online.com

updated 2/20/17

Name _____

Anticipation Guide I
Family Traditions

Before Reading...	Write Agree or Disagree
I think that family traditions are important.	
Family traditions help families become closer.	
Family traditions are passed down through the years.	
Family traditions are things that only happen once a year.	

After Reading...	Write Agree or Disagree
I think that family traditions are important.	
Family traditions help families become closer.	
Family traditions are passed down through the years.	
Family traditions are things that only happen once a year.	

My thinking stayed the same by...

My thinking changed by...

Name _____

Anticipation Guide II**Dealing with Discrimination**

Before Reading...

Write Agree or Disagree

When people are different from me it's okay to treat them differently.	
People who are different from me don't have the same feelings as me.	
People who are different from me scare me.	
I don't like to talk to or be friends with people who are different from me.	

After Reading...

Write Agree or Disagree

When people are different from me it's okay to treat them differently.	
People who are different from me don't have the same feelings as me.	
People who are different from me scare me.	
I don't like to talk to or be friends with people who are different from me.	

My thinking stayed the same by...

My thinking changed by...

Name _____

Anticipation Guide III

Overcoming Obstacles

Before Reading...	Write Agree or Disagree
I think that you should try your best with everything that you do.	
If something is too hard to do, then you can just quit.	
In order to do better at something you have to keep trying.	
I don't think people should try new things because they don't know how to do them.	

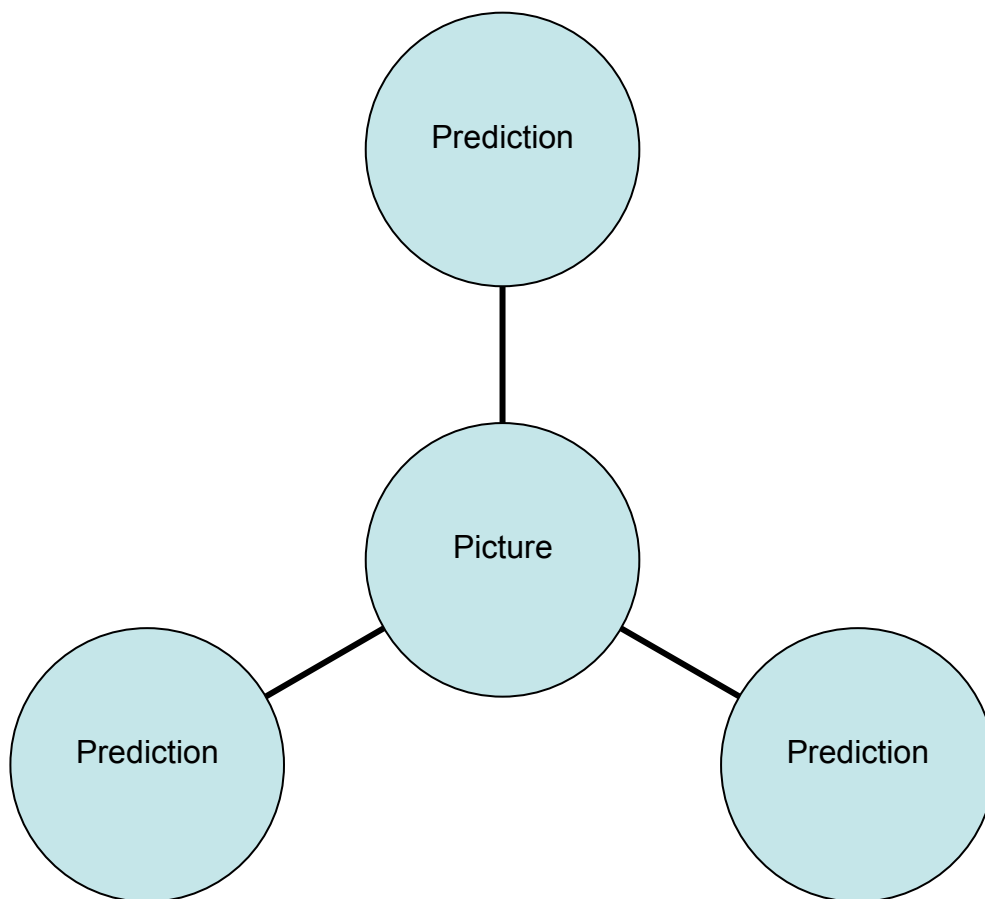
After Reading...	Write Agree or Disagree
I think that you should try your best with everything that you do.	
If something is too hard to do, then you can just quit.	
In order to do better at something you have to keep trying.	
I don't think people should try new things because they don't know how to do them.	

My thinking stayed the same by...

My thinking changed by...

Name _____

Picture Predictions



Name _____

What is DISCRIMINATION?

Before reading, we think it means:

After reading, we know it means:

Name _____

Connections and Reflections

My Connection is...	My Reflection is...