

Shadow of Greatness

Angela Johnson's *Just Like Josh Gibson*

Teacher: Karen Berry

Grade Levels: 2-3 (can be modified for other levels)

Content Areas: Language Arts, Social Studies

Description: After reading *Just Like Josh Gibson*, an inspiring story of overcoming adversity, students will write on an influential person that has overcome some type of adversity.

Timeline of Lesson: 3-5 days

Goals/Objectives of lesson plan:

1. Students will be able to compare themselves to characters in the book.
2. Students will be able to describe characteristics, values, and beliefs about themselves.
3. Students will be able to formulate three paragraphs comparing and contrasting themselves with a celebrity.

Alabama State Course Objectives:

(http://www.alsde.edu/html/sections/doc_download.asp?section=54&id=6300&sort=2)

Grade	Subject	Objective
2	Language Arts	1. Understand the concept of story. <ul style="list-style-type: none"> • Relating personal experiences to text • Identifying with characters or events in a story • Recognizing elements of a story
2	Language Arts	17. Use the writing process when creating different forms of written expression. <ul style="list-style-type: none"> • Prewriting Examples: teacher-led brainstorming, webbing and mapping, reading, using personal experiences as sources of ideas • Drafting Examples: using complete sentences to express thought, connecting sentences in paragraphs, using approximate spellings and standard spellings • Revising Examples: revising own and others' work, accepting feedback from classmates, adding to stories, conferencing • Editing Examples: beginning to apply knowledge of sentence structure, grammar, usage, and mechanics; using simple checklists for self-evaluation • Publishing Example: sharing own work with others
2	Language Arts	20. Use descriptive and narrative writing to clarify thinking in all disciplines. <ul style="list-style-type: none"> • Observing modeled writing • Using self-selected and teacher-generated topics • Sharing writing with others Examples: journal writing, non-fictional report, creative book report, interview, story ending, description of a science experiment, problem-solving situation

Literacy Partners: Information Literacy Objectives:
Literacy Partners: A Principal’s Guide to an Effective Library Media Program for the 21st Century. (2000). “Appendix B K-12 Information Objectives.” Fifth Grade. (<http://www.alsde.edu/general/LiteracyPartners.pdf>)

Grade	Behavior	Objective
2	Access	Identify the Internet as a source of information about people, places, and things.
2	Evaluate	Identify the main idea in a passage or paragraph.
2	Evaluate	Identify explicit details from a passage or a paragraph
2	Evaluate	Draw conclusions from both explicit and implicit information.
2	Use	Write an account of an incident described in a story or by a classmate.

Assessment: Writing Rubric included.

Materials:

- copy of the book *Just Like Josh Gibson*, by Alabama author Angela Johnson, illustrated by Beth Peck
- teacher computer
- overhead projector
- student computers (one per student)
- Inspiration software
- writing paper
- pencil

Pre-lesson Activities:

1. The teacher will develop a dialog by posing a question(s). Following the short discussion, the teacher will give a short introduction to the book.

Possible Questions:

- What predictions do you have about the book?
- What things do you see on the cover?
- Who do you think these figures are?
- Why do you think the figures are standing in the same position?
- What do you think the illustrator wants you to realize from the figures standing next to each other?
- Why is one figure blending in with the background?
- Does something or someone look out of place?
- What is peculiar about the figure and her action?
- What sport do you think the figures are playing?
- Which gender usually plays baseball?

Activities:

1. The teacher will read *Just Like Josh Gibson* to the class.
2. The teacher will ask the students to discuss as a whole group what they learned about the book. The teacher will ask the students to specifically think about the impact of Josh Gibson.
3. The teacher will explain to the students that they will be creating a concept map of themselves on the computer using Inspiration.
4. The teacher will demonstrate the process by creating a concept map of characteristics describing themselves.
5. Once the concept map is complete, the student will choose a famous person that embodies those characteristics.
6. Using the concept map, the students will write three paragraphs describing the similarities between the celebrity and themselves.
7. Once the writing stages have been completed, each student will share their written paragraphs with the class.
8. Optional – The students can record a favorite fact between each classmate and the famous person if the teacher desires.
9. The teacher will collect the papers in order to assess the students' work using the rubric/checklist.
10. The students will make any necessary corrections prior to the work being displayed for teachers, students, parents, and visitors to enjoy.

Resources:**Books**

Johnson, A. (2004). *Just like Josh Gibson*. New York: Simon & Schuster Books for Young Readers.

Just Like Josh Gibson is a biography of Gibson woven into a story of a young black girl's dreams of playing baseball, which was unheard of during this time period. The story is told in first person by the grandmother. In her pink dress and white bows, she tells about the day she traded in her black patent leather shoes for Danny's cleats. References to "Just like Josh" are made throughout the book demonstrating his fame. Although Josh Gibson never made the majors, he is arguably the best Negro-League player.

Web sites**Joshua Gibson**

Josh Gibson Foundation, "About Josh Gibson"
http://www.joshgibson.org/index.php?page=About_Josh

Answers.com, Josh Gibson profile
<http://www.answers.com/topic/josh-gibson>

Baseball

“Take Us Out to the Ball Game” Baseball Unit

<http://www.northcanton.sparcc.org/~greentown/baseball/baseball.htm>

Baseball Hall of Fame and Museum

<http://www.baseballhalloffame.org/>

Negro Baseball League

Negro League Baseball Players Association

<http://www.nlbpa.com/index.html>

Black Baseball.com: Negro Baseball Leagues

<http://www.blackbaseball.com/>

Black Diamond! Satchel Paige and the Negro Baseball Leagues

<http://www.loc.gov/loc/kidslc/LGpdfs/baseball-guide.pdf>

Negro Baseball Leagues Museum

<http://www.nlbm.com/>

TeacherVision, Negro League Baseball

<http://www.teachervision.fen.com/lesson-plan/african-americans/4619.html>

Angela Johnson

This Goodly Land: Alabama’s Literary Landscape, Angela Johnson profile

<http://www.alabamaliterarymap.org/author.cfm?AuthorID=31>

visitingauthors.com, Angela Johnson’s Biography

http://www.visitingauthors.com/printable_pages/johnson_angela_print_info.html

Ohioana Authors, Angela Johnson profile

<http://www.ohioana-authors.org/johnson/highlights.php>

Discrimination

Yale-New Haven Teachers Institute, “Discrimination and the Struggle for Equality: African Americans in Professional Baseball: A Reflection of the Civil Rights Movement” lesson plan

<http://www.yale.edu/ynhti/curriculum/units/1998/1/98.01.09.x.html>

Other Curriculum Connections:

Just Like Josh Gibson can be extended to incorporate all areas of the curriculum. While this lesson was developed for second grade students, adaptations can be made to change the level of difficulty to use with a higher or lower grade level.

Subject	Activities
Language Arts	<ul style="list-style-type: none">• Compare and contrast Josh Gibson's life with Hank Aaron• Write a story of someone who inspires you to be "just like..."• Author study of Angela Johnson and her incredible literary work• Study of Coretta Scott King Award winning author (Literacy Partners Objective: Evaluate - Recognize award-winning books)
Math	<ul style="list-style-type: none">• Learn/practice averages and percentages• Compare statistics of Josh Gibson with other famous players• Create a model baseball field of one of the major league fields to scale• Find the perimeter/area of a major league field• Compare major league field dimensions
Science	<ul style="list-style-type: none">• Experiment with various types of balls (golf, tennis, baseball, softball, football)• Create a database to record information (size, weight, shape, distance thrown, slope velocity)• Dissect a baseball to examine inside• Research method and materials used to make a baseball
Social Studies	<ul style="list-style-type: none">• Investigate the history of baseball• Compare baseball then and now• Facilitate a discussion on discrimination• Formulate a list of ways people are discriminated against• Celebrate African American History Month
P.E.	<ul style="list-style-type: none">• Learn the rules of baseball• Play a game of baseball• Learn the rules of softball• Play a game of softball• Compare and contrast the game of baseball and softball
Art	<ul style="list-style-type: none">• Illustrator study of Beth Peck and her drawing techniques• Create a picture using pastels and muted tones similar to the illustrations in the book

Assessment: Using the Shadows of Greatness assessment, the Alabama State course objectives and Information Literacy objectives are interwoven to allow the teacher to assess the published stage of the students' writing process.

Shadows of Greatness Rubric

Name _____

Date _____

4	<p>You have 3 developed paragraphs. You wrote about one main idea. Many excellent details from websites or books are included describing the celebrity. Several examples of common traits of you and the celebrity are included. You used excellent vocabulary. It is clear who you are writing about and why you are alike. You have used correct grammar, spelling, and mechanics all of the time.</p>
3	<p>You have 3 incomplete or inconsistent paragraphs. You wrote about one main idea. Some ordinary details from websites or books are included describing the celebrity. Few examples of common traits of you and the celebrity are included. You used good vocabulary most of the time. It is somewhat clear who you are writing about and why you are alike. You have used correct grammar, spelling, and mechanics most of the time.</p>
2	<p>You have 2 incomplete or inconsistent paragraphs. Your main idea is not clear. You included some details, but could use more describing the celebrity and yourself. Minor details from websites or books are included describing the celebrity. Examples of uncommon traits of you and the celebrity are included. You used a few good words but need to improve your vocabulary. It is hard to tell who you are writing about and why you are alike. You need more work on grammar, spelling, and mechanics.</p>
1	<p>You have 0-1 incomplete or inconsistent paragraphs. You do not tell the main idea. You did not include details from websites or books describing the celebrity. You did not give any examples of common traits of you and the celebrity. You are not writing in sentences all of the time. You repeat many of the same words. Your writing does not name a person or relate why you are alike. There are still many mistakes in grammar, spelling, and mechanics.</p>