

The Kansas Comet's Roommate

Field Trip/Virtual Field Trip Program



General Description / Overview

- ✓ Please use the following lesson to help prepare your students for a more meaningful and interactive educational experience.

Desired Outcome Alignment

Subject / Content Area

- Language Arts
- History
- Technology
- Character Education

Common Core Academic Standards

Language Arts:

- Reading Informational Text
- Reading Foundational Skills
- Writing
- Speaking and Listening
- Language

National Academic Standards:

- **U.S. History 5th-12th Grade:** Era 9: Postwar United States (1945 to early 1970s); Era 10: Contemporary United States (1968- Present)
- **Technology:** 1-Empowered Learner; 2-Digital Citizen; 3-Knowledge Constructor
- **Family and Consumer Sciences:** 7.0-Family and Human Services; 12.0-Human Development; 13.0-Interpersonal Relationships.

What will students be able to do (Objectives)

- Students will:
 - Create, critique and discuss printed and non-printed texts.
 - Conduct research on issues and interests by generating ideas and questions and by posing problems. Then gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print displays and artifacts) to communicate their discoveries.
 - Use a variety of technological and informational resources (e.g., video, displays, databases) to gather and synthesize information and to create and communicate knowledge.
 - Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
 - Use spoken and written language alongside visual components to accomplish their own purpose (e.g., for learning, enjoyment, persuasion and exchange of information with others).
 - Identify the basis for the respect they feel for someone of a different race or culture and provide an opportunity to demonstrate tolerance for people with different beliefs, practices and appearances.
 - Explore and compare racial injustices and tensions from the past and present day.

Personalized Learning

Universal Design for Learning

- All students should get a physical copy of the book and access to an audio book. They can make the choice to either read the physical book, or they can utilize the audiobook- or even both.

Accommodations / Modifications

- Both physical copy of the text and the audio book is accessible for students to use.
- Students have the choice of what they want to write about and how they want to convey their findings to the class.

This is the lesson component the instructor will complete before bringing students to the HOF for the field trip program.

Prior to the Program (5-12 School)

Time Allotted: Assign the reading for homework, split the reading over the course of 3 nights. Spend 1 class period showing the movie while kids fill out the Venn Diagram worksheet during it. Spend 1 class period discussing the Venn Diagram worksheet and the book/movie. Assign homework 5 questions the students would like to ask during the presentation at the HOF.

Materials/ Resources

- Brian's Song (play or novel version. . .author, William Blinn. . .Bantam Books Play version also available in Elements of Literature by Holt, Rinehart And Winston). Approximately 119 pages long.
- Video of Brian's Song – old or new version (Approximately 1 hour and 11 minutes long).
- Presentation medium:
 - Show board

- PowerPoint
- Prezi
- Venn Diagram Worksheet (page 5)
- Internet sources such as:
 - <https://www.profootballhof.com/>
 - http://espn.go.com/classic/biography/s/Piccolo_Brian.html
 - <https://www.usatoday.com/story/entertainment/tv/2021/11/30/brians-song-turns-50-how-classic-tv-movie-brought-tears/8719473002/>
 - <https://www.brianpiccolofund.org/>

Activating Prior Knowledge

- Ask students who their favorite NFL players are and what team they play for.
- Ask students what they know about the Civil Rights movement of the 1950s-1970s.
- Ask students to do a quick pair and share activity with a partner to discuss what racism looks like in our world today.

Assessment

- Students are to complete the Venn diagram worksheet comparing and contrasting Gale Sayers and Brian Piccolo.
- Students should compile a list of questions to ask during the presentation at the HOF.

Enrichment

- Class Discussion
- Venn Diagram

This is the lesson component the HOF staff will complete with students at the HOF site during the field trip program.

During the Program (HOF)

Time Allotted: 50 minutes

Materials/ Resources

- Student fact summary worksheet
- Student reflection worksheet
- Clipboards
- Pencils

Activities

- (10 minutes) Welcome/Mission/Values
- (30 minutes) Discussion/Presentation and Videos on African American Trailblazers
- (10 minutes) Question and Answer

Assessment

- Students will:
 - Learn about the Mission/Values of the Pro Football Hall of Fame.
 - Discuss the story of Gale Sayers and Brian Piccolo in detail while having it broken down to age level.
 - Examine similarities and differences between the two during their careers with the Chicago Bears.
 - Examine the social climate of the NFL during the 1950s, 1960s and 1970s.

- Examine how character qualities contributed to their relationship and in dealing with the adversity they faced on and off the field.
- Have students compare and contrast similar situations in today's day and age
- Examine how the same characteristics of Gale and Brian or any Hall of Famer can be applied to everyday life to help students achieve their fullest potential.
- Students will complete the “Kansas Comet’s Roommate Summar Sheet” provided (pages 6). Students will use this information during their post-program activity.

Enrichment

- Students have the opportunity to ask questions to the HOF leaders and explore the museum to gain more knowledge on this situation.

This is the lesson component the instructor will complete with students back at their classroom after the field trip program.

After the Program (5-12 School)

Time Allotted: 30 minutes for Shattering Stereotypes sheet. The instructor decides how much time for the assessment

Materials/ Resources

- Shattering Stereotypes Worksheet

Activities

- Students will discuss their answers as to what they learned from the presentation.
- As a class, work through the “Shattering Stereotypes” worksheet (page 7).
 - Students should identify at least one person for each stereotype they listed who doesn’t fit the stereotype and explain why. It can be someone they know or someone famous. Students should then share their answers with classmates in a round table discussion.

Assessment

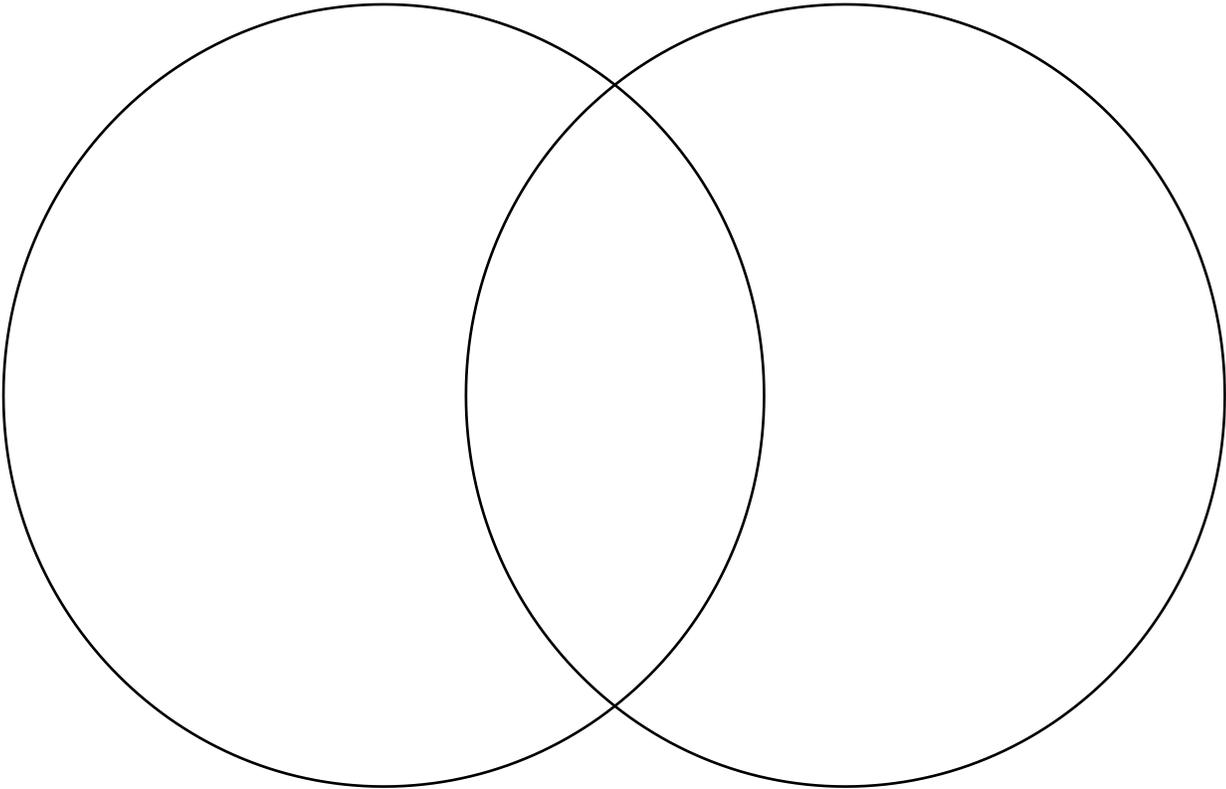
- Using the information gathered during the pre-program activities and from the interaction with the Hall of Fame, students will complete a report on Brian Piccolo and Gale Sayers. Students may choose to write this about anything from the social implications involved with being the first white-black roommates to the character traits displayed by Brian and Gale. This information can then be presented to the class (PowerPoint, Prezi, show board, student wiki, etc).

Enrichment

- There is plenty of class discussion to learn new things about the report.

Brian Piccolo

Gale Sayers



Assessment Student's Name: _____

Kansas Comet's Roommate Summary Sheet

1. Give five facts reported in the presentation.

2. What did you learn from the presentation?

Shattering Stereotypes

Experience Sheet

As a class, come up with a definition for the word stereotype. Post this in the front of the class for everyone to see. Teachers can have students come up with their own definition or use a definition from a dictionary.

Using this definition, each student should list five examples of a stereotype:

1.

2.

3.

4.

5.