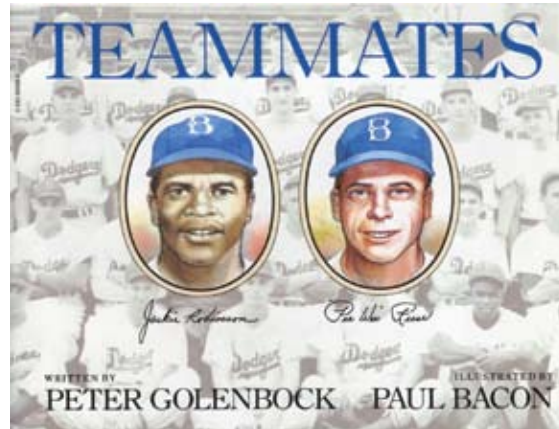


BrainStorm™

Read-Together Ideas



Teammates

BY PETER GOLENBOCK

Summary >> In this nonfiction picture book, racial segregation forms the historical background to the compelling story of Jackie Robinson and Pee Wee Reese—men from different backgrounds and of different races, brought together as Brooklyn Dodgers teammates.

Key Words

- *extraordinary
- *segregation
- *racial prejudice
- *apathetic
- *vigilante
- *intimidated
- *disgraced
- *gamble
- *savior
- *humiliation
- *abuse
- *hostility
- *petition
- *taunts

Key Skills and Concepts

LITERACY SKILLS

- *Compare and contrast (Comprehension)
- *Read with expression (Fluency)

SOCIAL STUDIES CONCEPTS

- *Understand the importance of individual action and character
- *Explain how people from the recent past have made a difference in others' lives
- *Compare and contrast our daily lives with those of people from the past
- *Describe historical events

Before Reading

***Read aloud the epigraph, or opening quotation.** Talk with your student about the meaning of the words spoken by Pee Wee Reese in 1989.

***Discuss the time period of this story.** Many students may already know something about the time before desegregation. Draw upon your student's knowledge of what life was like in the 1940's—a time when his or her grandparents may have been young.

During Reading

*As you listen to your partner read, provide support, encouragement, and occasional challenges to build

reading skills to better understand the book. Use some or all of the following prompts and questions.

PAGES	SUPPORT THE READING	OBSERVATIONS
Cover	This is a story of two men. The major facts and events in this story are true, while the author or illustrator may have created some of the smaller ideas. Let's read to find out more about these teammates.	
1	You will see the term "Negro" used throughout this book to refer to African-Americans. While we no longer use this term, it was used during the time period of this story.	If needed, continue to explain that language and words change and evolve over time. For example, the terms "online" and "CD" didn't exist in the time period of this book. (Vocabulary)
3	Why is it important to know when this story takes place? How does knowing it takes place during the 1940s affect your understanding?	Does your student use important details such as time and place settings to better understand the book? (Comprehension)
4	Let's look at the facts on this page. How does the way the players in the Major Leagues were paid and treated compare with how the players in the Negro League were paid and treated? Why did these differences exist?	Is your student able to compare and contrast information? (Comprehension)
5	The author provides important background information here. What do you think <i>apathetic</i> means?	Does your student use context clues and or make inferences to understand challenging new vocabulary? (Vocabulary)
7	This is an important turning point in the story. How does what we learn here about Branch Rickey compare with what we learned about some people on the previous page? Let's keep reading to find out more about Branch Rickey's actions and character.	Can your your student draw the inference that Branch Rickey was not apathetic? (Comprehension)

After Reading

***Wrap-Up.** Review the book by flipping back through the pages to bring out key concepts such as segregation and how times have changed since the 1940s. Discuss how the actions of one person can make a difference. How did Rickey, Robinson, and Reese each help change not only the sport of baseball, but the history of our country?

Write It!

*Invite your student to learn more. Brainstorm a list of research topics, such as laws associated with desegregation, the Negro Leagues, the Brooklyn Dodgers, and Jackie Robinson. Then have your student select a topic to research or read more about.