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TEACHING-ECONOMICS-WITH-BASEBALL/](http://WWW.KANSASCITYFED.ORG/EDUCATION/TEACHING-ECONOMICS-WITH-BASEBALL/)

Developed by Gigi Wolf

UNIT TWO: *BASEBALL BARRIERS AND BREAKTHROUGHS*

MICROLESSON FIVE: GAME CHANGE



Timing: 30-60 minutes per activity

Description: In this microlesson, students will learn about Negro Leagues Baseball commemorative coins and their associated legislation. Students will read about Negro Leagues teams and create their own commemorative coin with complementary legislation to present to the class for peer evaluation. Students will also apply critical thinking to complete a vocabulary-focused crossword puzzle and work collaboratively to develop and solve mathematical word problems based on commemorative coin facts.

Grade Range:
Middle School

Learning Objectives:

Students will be able to:

- Define asset, choice, commemorative, demand, incentive, investment, money, opportunity cost, price, scarcity, and surcharge
- Identify opportunity cost of decisions (Activity 2 only)
- Write original text that tells a story or offers additional context about coin designs and illustrations (Activities 3 and 8 only)
- Construct original coin designs (Activities 1, 2, and 6 only)
- Develop a marketing slogan/skit associated with coin designs and illustrations (Activities 4 and 5 only)
- Formulate legislation correlated to commemorative coins (Activity 2 only)
- Defend their coin design orally and visually (Activities 1 and 2 only)
- Solve coin-related mathematical problems (Activity 9 only)
- Evaluate others' coin designs (Activities 1 and 2 only)
- Interpret key vocabulary to complete a crossword puzzle (Activity 7 only)
- Present original work orally and visually (Activities 3, 4, 5, and 6 only)

Key Vocabulary:

- Asset - Something of monetary value owned by an individual or organization
- Choice - to make a decision
- Commemorative - issued in limited quantities for a limited time to honor or feature someone or something
- Demand – the amount that consumers are able and willing to buy at all possible prices at a given time
- Incentive - something that influences the behavior of people
- Investment - An asset purchased with the hope that it will gain value and provide a financial return.
- Money – anything widely accepted in exchange for goods and services
- Opportunity Cost – next best alternative that you give up
- Price – the amount that people pay for a good or service
- Scarcity - when there is not enough for all who want it
- Surcharge – an extra fee

Materials Needed:

- Visual 1: Coin Design Guidelines
- Visual 2: Negro Leagues Commemorative Coin Act Abbreviated
- Handout 1: Negro Leagues Baseball Commemorative Coins
- Handout 2: Coin Design Scoring Guide
- Handout 3: New Coin Act
- Handout 4-16: Negro Leagues Teams (13 total)
- Handout 17: Coin Crossword
- Handout 18: Negro Leagues Coins Video Journal
- Handout 19: Commemorative Coin Calculations
- Coin Crossword Answer Key
- Video 1: Designers' Perspectives on the Negro Leagues Baseball Commemorative Coins (4:02 minutes), <https://www.usmint.gov/learn/coin-and-medal-programs/commemorative-coins/negro-leagues-baseball>
- Video 2: The Designs and Significance of Negro Leagues Commemorative Coins (10:58 minutes), https://www.youtube.com/watch?v=9utmFo_yQ4I

Introduction:

- In 1920, Andrew 'Rube' Foster, a former baseball player, manager, and owner, met with other black baseball team owners to establish an organized league for black and brown players.
- This league was the first of many created in response to nonwhite baseball players being banned from the Major Leagues.
- Together, these new leagues became the Negro Leagues, and although they were created out of racial discrimination, they were widely successful for many decades.
- The Negro Leagues enabled approximately 2,600 African American and Hispanic baseball players to compete at a professional level.
- Many talented individuals who began their baseball career in the Negro Leagues were later recognized for their skills by the National Baseball Hall of Fame, along with their white counterparts.
- The Negro Leagues helped create economic growth and advancement for black communities and businesses across the United States.
- The cities where Negro Leagues teams were based became the center of profitable African American businesses, providing retail, restaurants, hotels and other goods and services for both players and fans.
- Innovations like "night-time baseball" and the batting helmet began in the Negro Leagues.
- Additionally, Negro Leagues players were the first to play overseas, spreading baseball's influence internationally.
- Baseball fans of all races could see some of the era's top talent within the Negro Leagues.
- In February 2020, Negro Leagues baseball reached a milestone, its centennial anniversary.
- In tribute, the Negro Leagues Baseball Centennial Commemorative Coin Act was passed by United States (U.S.) legislators in December 2020.
- Something **commemorative** is issued in limited quantities for a specific amount of time to honor or feature someone or something.
- This legislation recognizes the many contributions and accomplishments of Negro Leagues owners, managers, and players.
- It also supports the work and mission of the Negro Leagues Baseball Museum, opened in 1991 in Kansas City, Missouri to "honor America's unsung baseball heroes and to promote tolerance, diversity, and inclusion".
- As part of the bill, the U.S. Mint produced a limited number of three unique coins representing the history and legacy of the Negro Leagues.
- The three commemorative coins have a face value of \$5, \$1, and \$.50, but will likely have more value as collectibles or an **asset**, which is something of monetary value owned by an individual or organization.

- The coins are considered legal **money**, which is anything widely accepted in exchange for goods and services; however, because they highlight American people and events, commemorative coins are typically collected as an investment and not for everyday use.
- **Investments** are assets purchased with the hope that they will gain value and provide a financial return.
- The **price**, or amount that people pay, for each coin will include its' face value plus a **surcharge**, or extra fee, of \$5 to \$35, depending on the coin.
- The surcharges will go to the Negro Leagues Baseball Museum to support their educational and outreach programs and exhibits.
- Only a certain number of each coin will be produced, further increasing its' potential value, and creating additional incentive for buyers and collectors.
- An **incentive** influences the behavior of people.
- Commemorative coins are minted only once and never again, so their **scarcity**, when there is not enough for all who want it, can increase their value.
- If an individual makes a **choice**, or decision, to resell the coins, the sale price will depend on the demand for the coins.
- **Demand** is the amount that consumers are able and willing to buy at all possible prices at a given time.
- Some commemorative coins are more popular to collectors than others, which can impact their sale and price as well.
- The Negro Leagues Baseball commemorative coins celebrate the significant impact of their place in American history, along with their role as a catalyst for social change and racial equality.

Activity 1:

- After reading the introduction aloud, show the U.S. Mint's Negro Leagues Baseball Commemorative Coin Program video.
- Share Visual 1: Coin Design Guidelines with the class and discuss.
- Distribute Handout 1: Negro Leagues Baseball Commemorative Coins to each student.
- Divide students into small groups and ask them to design their own coin (front and back, including text and images) that represents Negro Leagues Baseball.
- Have students create a visual of their coin design, front and back, as well as descriptions for each side.
- Distribute Handout 2: Coin Design Scoring Guide to all students.
- Invite students to present their coin design visuals, text, and explanations to the class.
- Instruct students to listen to others' presentations and to score their coin designs using Handout 2: Coin Design Scoring Guide.
- Inform students that they should not complete Handout 2 for their own group's coin and presentation.

- After all presentations, tally votes for each group’s coin design using completed scoring guides to identify a “top-choice coin design.”

Note: This activity can be conducted individually or in groups. If individually, multiple copies of Handout 2: Coin Design Scoring Guide will need to be provided for each student, enough to score all other students’ presentations.

Activity 2:

Part A

- After reading the introduction aloud, show the U.S. Mint’s Negro Leagues Baseball Commemorative Coin Program video.
- Share Visual 1: Coin Design Guidelines with the class and discuss.
- Distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students and ask students to review.
- Give each student one of Handouts 4-16: Negro Leagues Teams. (Note: Classes of more than 13 students will require extra copies of Handouts 4-16, so each student receives one).
- Divide students into small groups based on the Negro Leagues Team they were given, Handouts 4-16.
- Instruct each group to design their own coin (front and back, including text and images) that represents the team they received, using Visual 1 and Handout 1 as guides.
- Have groups create a visual representation of their coin design, front and back, as well as descriptions of each side.

Part B

- Share Visual 2: Negro Leagues Commemorative Coin Act Abbreviated with the class and review.
- Distribute Handout 3: New Coin Act and ask groups to use this as a template to write new legislation for the coin their group designed, using the back if needed.

Part C

- Explain the term, **opportunity cost**, as the next best choice that you give up.
- Share that groups likely did not include all the features they wanted in their design, so their opportunity cost was what they didn’t choose to include or gave up. (If needed, provide another example of opportunity cost using school lunch options, afterschool activities, etc.).
- Distribute Handout 2: Coin Design Scoring Guide to all students.
- Allow groups to present their new coin design visuals and associated legislation to the class, explaining rationale for their choices.

- Also, ask students while presenting, to share any opportunity cost(s) they may have had during the design process.
- Instruct students who are not presenting to listen closely to other groups' presentations and to score them using Handout 2: Coin Design Scoring Guide.
- Inform students that they should not complete Handout 2 for their own group.
- After all presentations, tally votes from the completed scoring guides to select a "top-choice coin design".

Activity 3:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Instruct students to write a story about a coin of their choice, based on its images, text and description. Tell them their story should have a clear beginning, middle and end.
- Have students read their stories aloud to the class and explain why they chose that coin.

Activity 4:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Divide students into pairs.
- Instruct each pair to create a marketing advertisement and/or commercial for one coin that includes incentives for buyers and highlights why the coin is an investment. Have students include text and visuals for their ad/commercial.
- Ask each pair to share their ad/commercial with the class, along with any visuals.

Activity 5:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Divide students into small groups.
- Ask each group to select one of the coins from Handout 1 and to create a 2–3-minute skit that tells the story behind the images on the front and/or back of the coin they selected.
- Have students write their skit and determine prop and costume options.
- Invite students to present their skits to the rest of the class with props, costumes, and/or other visuals.

Activity 6:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Share Visual 1: Coin Design Guidelines with the class and discuss.
- Divide students into small groups.
- Ask each group to determine a historical person, place, or event and to design a coin that commemorates it, using Visual 1 and Handout 1 as guides.
- Have groups create a visual representation of their coin design, front and back, as well as descriptions of each side.
- Invite students to share their coin design with the class, as well as what it commemorates.

Activity 7:

- After reading the introduction aloud, distribute Handout 17: Coin Crossword to all students.
- Ask students to complete the crossword puzzle and questions at the bottom using the definitions and clues provided.

Activity 8:

- After reading the introduction aloud, distribute Handout 1: Negro Leagues Baseball Commemorative Coins to all students.
- Give each student a copy of Handout 18: Negro Leagues Coins Video Journal.
- Ask students to watch the following video and to write examples of pride, passion, and perseverance where indicated on Handout 18 and to answer the question at the bottom.
 - Question: Why are commemorative coins an investment?
 - Answer: Answers will vary, but may include the potential increase in coin/metal values over time, the scarcity of the coins may increase their value, etc.
- Show Video 2: The Designs and Significance of Negro Leagues Commemorative Coins (10:58 minutes).
- After the video, invite students to share one of their examples with the class, along with their rationale. (Note: This activity can be conducted in pairs instead of as a class).

Activity 9:

- After reading the introduction aloud, distribute Handout 19: Commemorative Coin Calculations to all students.
- Ask students to read the summary on the first page and review the tables on the second page.
- Instruct students to work with a partner to create two mathematical word problems using the information provided.

- Have students write their word problems on one sheet of paper and to create an answer key for their word problems on another sheet.

Option 1

- Ask students to trade their word problems with another student pair and to work together to solve the problems they were given.
- Instruct students to check one another's answers compared to the answer key.
- Discuss as a class what information surprised or most interested students within Handout 19.

Option 2

- Compile all word problems into one quiz for the class and all answers into one master answer key.
- Have students complete the quiz as homework or in class as time permits.
- Review correct answers as a class using the master answer key.
- Discuss what information surprised or most interested students within Handout 19.

Discussion Questions:

- What is the face value of each Negro Leagues commemorative coin and why does it differ from the coin's sale price?
- What is the significance of the designs on the front and back of each Negro Leagues commemorative coin?
- If you could choose something to commemorate in 100 years, what would it be and why?
- Why is Andrew 'Rube' Foster featured on one of the commemorative coins?
- How does the term scarcity apply to commemorative coins?
- What incentives do people have to purchase Negro Leagues or other commemorative coins?
- What are some examples of opportunity cost in your/your family's purchasing decisions?
- Is college an investment? Video games? A car? Clothes or shoes? Why or why not?
- What happens to the value of an asset if it is limited in quantity, such as commemorative coins? If demand increases, what happens to the value?
- What does it mean to promote "tolerance, diversity and inclusion", as stated in the Negro Leagues Baseball Centennial Commemorative Coin Act?

Additional Resources and References:

- Congress.Gov - <https://www.congress.gov/bill/116th-congress/senate-bill/2321>
- United States Mint - <https://catalog.usmint.gov/negro-leagues-baseball-commemorative-coin/>

- Congressional Research Service - <https://sgp.fas.org/crs/misc/R44623.pdf>
- Negro Leagues Baseball Commemorative Coins - <https://www.nlbm.com/negro-leagues-baseball-commemorative-coins/>
- Negro Leagues eMuseum - <https://nlbemuseum.com/nlbemuseum>
- Triple Play exhibit – View the Negro Leagues Baseball commemorative coins onsite at the Federal Reserve Bank of Kansas City’s Money Museum, www.kansascityfed.org/moneymuseum, or virtually via this [link](#).

Content Standards:

Voluntary National Content Standards in Economics

- Standard 1: Scarcity - Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.
- Standard 2: Decision Making - Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.
- Standard 4: Incentives - People usually respond predictably to positive and negative incentives.
- Standard 8: Role of Prices - Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

Common Core Standards – English Language Arts

- **Reading: Key Ideas and Details:**

CCSS_ELA.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS_ELA.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS_ELA.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **Reading: Craft and Structure:**

CCSS_ELA.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS_ELA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS_ELA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **Writing – Text Types and Purposes:**

CCSS_ELA.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS_ELA.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS_ELA.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS_ELA.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS_ELA.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS_ELA.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **Writing – Production and Distribution of Writing:**

CCSS_ELA.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS_ELA.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS_ELA.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Writing – Research to Build and Present Knowledge:**

CCSS_ELA.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS_ELA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS_ELA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **Speaking and Listening – Comprehension and Collaboration:**

CCSS_ELA.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS_ELA.SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS_ELA.SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS_ELA.SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

CCSS_ELA.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

CCSS_ELA.SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

- **Speaking and Listening – Presentation of Knowledge and Ideas:**

CCSS_ELA.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS_ELA.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS_ELA.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS_ELA.SL.6.5 Include multimedia components and visual displays in presentations to clarify information.

CCSS_ELA.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS_ELA.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



MICROLESSON FIVE – VISUAL 1: COIN DESIGN GUIDELINES

Citizen's Coinage Advisory Committee Design Element Guidelines

- Pattern (thoughtfully balanced negative spaces)
- Style
- Ethnic Diversity
- Appropriate Imagery
- Symbolism
- Detailed
- Not Overcrowded
- Creative
- Unified Text (fits the images)
- Clear Message
- Fluid lines (design flows smoothly and logically)
- Relevance of front and back (fits with overall purpose)
- Edge Variety

The Citizen's Coinage Advisory Committee (CCAC) advises the U.S. Secretary of the Treasury on all U.S. coins and medals, including the events, people, or places that are featured, as well as the mintage level of the coins. The CCAC has 11 members appointed by the Secretary of the Treasury, with four being appointed by congressional leaders. The CCAC meets several times each year to review designs and to offer advice about themes, technical aspects, and design-related elements of coins and medals.

Source: Commemorative Coins: Background, Legislative Process, and Issues for Congress



MICROLESSON FIVE - HANDOUT 1: NEGRO LEAGUES BASEBALL COMMEMORATIVE COINS

FRONT

BACK

HALF DOLLAR

Negro Leagues tour bus, home on the road when players were refused access. The batter shows determination to play, regardless of challenges.
TEXT: In God We Trust, Liberty, 2022, and Negro Leagues Baseball



Group of Negro Leagues Baseball players.



TEXT: E Pluribus Unum, Half Dollar, and United States of America

SILVER DOLLAR

Negro Leagues pitcher mid-throw with baseball and baseball stitching on border.
TEXT: In God We Trust, 2022, and Liberty



Player's eye view of a pitch to the catcher at the plate.



TEXT: United States of America, \$1, and E Pluribus Unum

FIVE DOLLAR GOLD COIN

Negro Leagues player, manager and executive, Andrew "Rube" Foster with his signature.
TEXT: Negro Leagues Baseball, In God We Trust, 2022, and Liberty



Tipping one's cap, an important sign of respect for players.



TEXT: United States of America, Their Legacy Plays On, \$5, and E Pluribus Unum

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MICROLESSON FIVE - HANDOUT 2: COIN DESIGN SCORING GUIDE (PAGE 1 OF 3)

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					



MICROLESSON FIVE - HANDOUT 2: COIN DESIGN SCORING GUIDE (PAGE 2 OF 3)

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					



MICROLESSON FIVE - HANDOUT 2: COIN DESIGN SCORING GUIDE (PAGE 3 OF 3)

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					

PRESENTER(S)	FAIR 1	AVERAGE 2	GOOD 3	EXCELLENT 4	TOTAL
GOOD USE OF SPACE					
DIVERSITY INCLUDED					
CLEAR IMAGES & SYMBOLS					
READABLE TEXT					
HAS HISTORICAL SIGNIFICANCE					
INCLUDES CREATIVITY					
OVERALL DESIGN					
TOTAL					



MICROLESSON FIVE - VISUAL 2: NEGRO LEAGUES COIN ACT ABBREVIATED (1 OF 2)

AN ACT: To require the Secretary of the Treasury to mint a coin in commemoration of the **100th anniversary of the establishment of Negro Leagues baseball.**

SHORT TITLE: This Act may be cited as the “**Negro Leagues Baseball Centennial Commemorative Coin Act**”.

FINDINGS: The Congress finds the following:

(1) The year 2020 marks the 100th anniversary of the establishment of the Negro National League, a professional baseball league formed in response to African American players being banned from the Major Leagues.

(2) On February 13, 1920, Andrew “Rube” Foster convened a meeting of African American baseball team owners, to form the Negro National League, the first successful, organized professional African American baseball league in the United States.

(4) The Negro Leagues would operate for 40 years until 1960.

(7) The Negro Leagues provided a playing field for more than 2,600 African American and Hispanic baseball players.

(10) Negro Leagues baseball would become a catalyst for economic development across the United States.

(11) The Negro Leagues pioneered “Night Baseball” in 1930, five years before Major League Baseball, and would introduce game-changing innovations such as shin guards and the batting helmet.

(12) The Negro Leagues helped make the National Pastime a global game as players from the Negro Leagues— (A) were the first people from the United States to play in many Spanish-speaking countries; and (B) introduced professional baseball to the Japanese in 1927.

(13) Jackie Robinson, a former member of the Negro Leagues’ Kansas City Monarchs, would break Major League Baseball’s color barrier on April 15, 1947, with the Brooklyn Dodgers, paving the way for others.

(14) The Negro Leagues were born out of segregation yet would become a driving force for social change in the United States.



MICROLESSON FIVE - VISUAL 2: NEGRO LEAGUES COIN ACT ABBREVIATED (2 OF 2)

COIN SPECIFICATIONS:

(a) DENOMINATION —The Secretary of the Treasury shall mint and issue the following coins:

(1) **\$5 GOLD COINS**—Not more than **50,000 \$5 coins**, which shall — (A) weigh **8.359 grams**; (B) have a diameter of **0.850 inches**; and (C) contain **not less than 90 percent gold**.

DESIGNS OF COINS:

(a) DESIGN REQUIREMENTS—

(1) IN GENERAL—The designs of the coins minted under this Act shall be emblematic of the **Negro Leagues Baseball Museum and its mission to promote tolerance, diversity, and inclusion**.

(2) DESIGNATION AND INSCRIPTIONS—On each coin minted under this Act there shall be— (A) a designation of the value of the coin; (B) an inscription of the year “2022”; and (C) inscriptions of the words “Liberty”, “In God We Trust”, “United States of America”, and “E Pluribus Unum”.

(b) SELECTION—The designs for the coins minted under this Act shall be—

(1) selected by the Secretary after consultation with the **Negro Leagues Baseball Museum**; and

(2) reviewed by the Citizens Coinage Advisory Committee.

Passed the Senate **March 5, 2020**.

Source: <https://www.congress.gov/116/bills/s2321/BILLS-116s2321es.pdf>



MICROLESSON FIVE - HANDOUT 3: NEW COIN ACT (1 OF 2)

AN ACT: To require the Secretary of the Treasury to mint a coin in commemoration of _____
_____.

SHORT TITLE: This Act may be cited as the “_____”.

FINDINGS: The Congress finds the following:

(1) _____

(2) _____

(3) _____

(4) _____

COIN SPECIFICATIONS:

(a) DENOMINATION —The Secretary of the Treasury shall mint and issue the following coin(s):

(1) \$_____ COIN—Not more than _____ coins, which shall—

(A) weigh _____ grams; (B) have a diameter of _____

inches; and (C) contain not less than _____ percent _____.



MICROLESSON FIVE - HANDOUT 3: NEW COIN ACT (2 OF 2)

DESIGNS OF COINS:

(a) DESIGN REQUIREMENTS:

(1) IN GENERAL—The designs of the coins minted under this Act shall be emblematic of

_____.

(2) DESIGNATION AND INSCRIPTIONS—On each coin minted under this Act there shall be -

(A) _____; (B) _____;

and (C) inscriptions of the words _____.

(b) SELECTION—The designs for the coins minted under this Act shall be —

(1) selected by the Secretary after consultation with _____;

and

(2) reviewed by the Citizens Coinage Advisory Committee.

Passed the Senate _____, " _____".



MICROLESSON FIVE - HANDOUT 4A: NEGRO LEAGUES TEAMS

BALTIMORE BLACK SOX



Negro Leagues Participation: 1916-1934

- Eastern Colored League (1923-1928)
- American Negro League (1929)
- East-West League (1932)
- Negro National League (1933-1934)
- Independent/No League Affiliation (1916-1922, 1930-1931)

Team Honors:

- League Pennants (1929, 1932)

Team Overview:

The Black Sox started as an independent team in 1916 but was not of major league caliber. Under the ownership and guidance of white businessmen George Rossiter and George Spedden, the ballclub improved into the early 1920s and achieved major league quality before joining the Eastern Colored League in 1923. After becoming charter members, the Black Sox fielded strong teams each season, but didn't win a pennant. However, after the league folded during the 1928 season, a new league, the American Negro League, was organized, and the Black Sox won the pennant in 1929, the league's only year of existence. The Black Sox then returned to independent status until joining the East-West League in 1932. Baltimore started strong and was in first place, but the league did not last through the season. Under new owner Joe Cambria, the Black Sox joined the new Negro National League when it was resurrected in 1933. The team moved to Bugle Field for their home games, and Cambria took the players off salaries and operated on a percentage basis in an effort to stay afloat financially during the Depression. Following a poor performance, they dropped out of the league at the beginning of 1934, but were added for the second half of the season. After another poor showing on the field and financially, the franchise folded after the 1933 season. In 1934 Jack Farrell, a black sportsman from Chester, Pennsylvania,



MICROLESSON FIVE - HANDOUT 4B: NEGRO LEAGUES TEAMS

borrowed the team's name for his franchise and entered the Negro National League for the second half of the season. After a bad performance the franchise folded, leaving Baltimore, Maryland without a major black team until the Elite Giants moved there in 1938.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 5A: NEGRO LEAGUES TEAMS

BALTIMORE ELITE GIANTS



Negro Leagues Participation: 1938-1950

- Negro National League (1938-1948)
- Negro American League (1949-1950)

Team Honors:

- Playoff champions (1939)
- League Championship Series (1949)

Team Overview:

Owner Tom Wilson's franchise began in Nashville, Tennessee in 1921, after changing from the Nashville Standard Giants. They entered the Negro National League in 1930, but in search of a large population base for financial support, the team was then moved to Columbus, Ohio in 1935 and to Washington, D.C., in 1936-1937, before finding a home in Baltimore, Maryland in 1938. The ballclub remained in the city for the next thirteen years. During the Elites' years in the Negro National League, the Homestead Grays were the dominant team, claiming nine consecutive titles, and competition was fierce between the two teams. The Elites battled them every year for first place in the league, and in 1939 the Elites claimed a championship when they defeated the pennant winning Grays in a postseason tournament. When the league folded after the 1948 season, the Elites joined the Negro American League. In 1949, under the management of Lennie Pearson, the Elites won both halves of the split season to capture the Eastern Division title and swept the Western Division's Chicago American Giants in four straight games to claim the league championship. Tom Wilson was the force behind the Elites for a quarter century but, in declining health, he sold the franchise to longtime associate Vernon "Fat" Green in 1946. The franchise was floundering under his leadership, but he placed Dick Powell in charge of the team's operations in 1948. After Green's death Powell continued to run the team, and he temporarily brought the team back for a final hurrah in 1949. But after slipping to second place in the East in 1950 and suffering financial problems, the club was sold to William Bridgeforth in



MICROLESSON FIVE - HANDOUT 5B: NEGRO LEAGUES TEAMS

the spring of 1951 for \$11,000. After returning the team to Nashville for a final season, the team was dissolved.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 6: NEGRO LEAGUES TEAMS

BROOKLYN ROYAL GIANTS



Negro Leagues Participation: 1905-1942

- Eastern Colored League (1923-1927)
- Negro National League (1933)
- Independent/No League Affiliation (1905-1922, 1934-1941)

Team Honors:

- Eastern Championship (1909, 1910, 1914, 1916)

Team Overview:

Organized in 1905 by John Connors, the black owner of the Brooklyn Royal Cafe, they were one of the best ballclubs in the East during the first decade of the century, and claimed eastern championships in 1909, 1910, 1914, and 1916. In 1914 they lost a challenge playoff against the western champion Chicago American Giants. Before the onset of World War I, Connors sold the team to Nat Strong, a white booking agent in New York City. He was a good promoter and was a powerful figure in black baseball. When the Eastern Colored League was organized in 1923, the Royals became charter members, finishing in third place, their highest finish during their stay in the league. After dropping to the second division in 1924-1925, they dropped out of the league after the 1927 season. They continued as an independent team and in 1933 were an associate member of the Negro National League. After Strong died of a heart attack, the quality of both the administration of the team and the level of play dropped below major league standards, and during the late 1930s and afterward they played mostly against white semi-pro teams.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 7A: NEGRO LEAGUES TEAMS

CHICAGO AMERICAN GIANTS



Negro Leagues Participation: 1911-1950

- Negro National League (1920-1931, 1933-1935)
- Negro Southern League (1932)
- Negro American League (1937-1950)
- Independent/No League Affiliation (1911-1919, 1936)

Team Honors:

- World Series (1926-1927)
- League pennants (1920-1922, 1926-1927, 1932-1933)
- Second Half Negro National League title (1928)
- First Half Negro National League title (1934)

Team Overview:

Organized by Rube Foster, who built the team into a dynasty before his death, the organization was the longest continuous franchise in the history of black baseball. The team began in 1910 when Rube Foster and Frank Leland, who were the manager and owner, respectively, of the Leland Giants, separated and formed two different ballclubs. Foster retained the name of Leland Giants for the first season but beginning in 1911 the club became known as the American Giants. For the first decade of the team's existence, they won every western championship, losing only to the 1916 Indianapolis ABCs. The American Giants' dominance continued after Foster organized the first black professional league, the Negro National League, in 1920, winning the first three pennants. After Foster's health declined from mental illness, his white business partner, John M. Schorling, ran the ballclub, and in 1926 and 1927, with Foster's lieutenant David Malarcher at the reins, the team won both the Negro National League flag and the Negro World Series, each time against the Eastern Colored League's champion Bacharach Giants. In the spring of 1928 Schorling sold the ballclub to William E. Trimble, a white florist, reporting that he was "squeezed out" by a conspiracy of the other owners to keep the best ballclubs out of Chicago. After Foster's



MICROLESSON FIVE - HANDOUT 7B: NEGRO LEAGUES TEAMS

death and the end of the Negro National League, the team again rose to prominence as Cole's American Giants, under the management of new owners Robert A. Cole and Horace G. Hall, in 1932-1934, winning pennants the first two years before losing the League Championship Series to the Philadelphia Stars in 1934. The first of the two pennants came while playing in the Negro Southern League and the second in the newly reorganized Negro National League. After dropping out of the Negro National League to play as an independent team in 1936, the American Giants prospered again under new ownership as Dr. J.B. Martin took control of the team. The American Giants became a charter member of the Negro American League in 1937. Although the franchise encountered many difficulties during the 1940s, the ballclub remained in the league even after it had ceased to be of major-league quality.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 8A: NEGRO LEAGUES TEAMS

HILLDALE DAISIES



Negro Leagues Participation: 1916-1932

- Eastern Colored League (1923-1928)
- American Negro League (1929)
- East-West League (1932)
- Independent/No League Affiliation (1916-1922, 1930-1931)

Team Honors:

- Eastern Colored League pennants (1923-1925)
- World Series Champions (1925)

Team Overview:

This ballclub began as a boys' team in 1910 but became a professional-level club in 1916. In 1917 they had players Spot Poles and Bill Pettus on the team and posted a record number of wins. For postseason exhibitions against major leaguers, they added players Smokey Joe Williams, Louis Santop, Dick Lundy, and other talented individuals to the lineup. The next year, 1918, they improved the quality of their team considerably and became competitive with any team in the East. In 1923 they became a charter member of the Eastern Colored League and won the first of three pennants. The years they won the last two of these, they also played in the first two Negro World Series between their league and the more established Negro National League. After losing the first Series to the Kansas City Monarchs in 1924, they defeated the Monarchs in a rematch in 1925, to claim the first (and only) World Series victory by an Eastern Colored League team. After the Eastern Colored League folded early in the 1928 season, the ballclub joined the American Negro League in 1929, which was essentially the same league with a new name. That league also folded, after only one season, and Hilldale played as an independent team for the next two seasons. The franchise was sold to John Drew, who owned a bus line from Darby to Philadelphia, Pennsylvania in 1929, and he called the team the Darby Daisies, but to the public, the team remained Hilldale. Under Drew's direction the club weakened, and in



MICROLESSON FIVE - HANDOUT 8B: NEGRO LEAGUES TEAMS

1932 Ed Bolden resumed control. He and manager Judy Johnson tried one more effort for financial stability by joining the East-West League, but both the league and the franchise ended during the Depression.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 9A: NEGRO LEAGUES TEAMS

HOMESTEAD GRAYS



Negro Leagues Participation: 1912-1950

- American Negro League (1929)
- Negro National League (1934-1948)
- Independent/No League Affiliation (1912-1928, 1930-1933, 1949-1950)

Team Honors:

- Eastern champions (1930-1931)
- Negro National League pennant (1937-1945, 1948)

Team Overview:

One of the best-known black baseball teams, the Homestead Grays' ballclub was organized in 1910, and Cum Posey, who would become the owner of the team, joined it as a player in 1912. Homestead, Pennsylvania was a steel mill town, and the workers at the U.S. Steel mill formed a baseball team for weekend recreation. Posey, a former football player and basketball star at Penn State University, was a railway mail worker and joined the steelworkers to play for the team. Playing on West Field in Homestead, the team began playing twilight games during the week in addition to weekends. New players kept joining the team and their reputation increased to the point of their becoming the leading attraction in the tri-state area. At first, they added a little comedy to the game to increase their appeal. Soon after Posey started handling the team, it became a full-time job. He booked all the leading teams around the Pittsburgh area and, with the Grays played as an independent team making a good profit every year from 1912 to 1929. They joined the American Negro League in 1929, but the league lasted only a year. The next two seasons the Grays fielded its strongest teams since the franchise began, winning eastern championships. The 1931 club is called by many the greatest black team of all time. But when the Depression hit in the thirties, there were some lean years, and Gus Greenlee took advantage of Posey's economic situation to lure some of his best players to the Pittsburgh Crawfords. With no



MICROLESSON FIVE - HANDOUT 9B: NEGRO LEAGUES TEAMS

league in the East and the collapse of the Negro National League in the West, in 1932 Posey organized the East-West League, but it didn't even last the year and folded in June. In 1933 the Negro National league reorganized and a year later, with Posey partnering with Rufus "Sonnyman" Jackson to bring some money back to the organization, the Grays entered the Negro National League as associate members and became full members the following year, fielding a team each year until the league ended in 1948. The Grays dominated the league, built a dynasty around two highly skilled players, Josh Gibson and Buck Leonard, known as the "thunder twins" as well as the black Babe Ruth and Lou Gehrig by media. The Grays won nine Negro National League pennants, 1939-1945. During this time, they also played in five of the seven World Series played between the Negro National and Negro American Leagues. They lost the first Series to the Kansas City Monarchs in 1942 and lost to the Cleveland Buckeyes in 1945 but defeated the Birmingham Black Barons in each of the other three years, in 1943-1944 and 1948. After the league broke up the Grays continued to play for two more years as an independent team, playing against lesser opposition, but folded after the 1950 season.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 10A: NEGRO LEAGUES TEAMS

INDIANAPOLIS ABC'S



Negro Leagues Participation: 1913-1926, 1931-1933, 1938-1939

- Negro National League (1920-1926, 1931, 1933)
- Negro Southern League (1932)
- Negro American League (1938-1939)
- Independent/No League Affiliation (1913-1919)

Team Honors:

- Western Champions (1916)

Team Overview:

This was previously a franchise of lesser note, but owner Thomas Bowser and manager C.I. Taylor stocked the team with players of major league quality in 1914, and it immediately became one of the best teams in black baseball. A rivalry developed between Taylor and Rube Foster, the two managers acknowledged as the best in black baseball. After losing a championship series to Foster's Chicago American Giants in 1915, the ABCs overcame a split within management between Bowser and Taylor to defeat the Chicago American Giants for the western championship the following year. A divide had developed between Bowser and Taylor following the 1915 season, and at the beginning of 1916's season there were two ABC teams, with Bowser leading one and Taylor the other. Eventually Taylor's roster retained the quality players who formed the base of his championship squad, and Bowser's team became insignificant competitively. Under Taylor's leadership the ABCs became charter members of the Negro National League and fielded a team each year from 1920 to 1926. After Taylor's death in 1922, his wife tried to run the team with C.I.'s brother Ben at the helm, but the loss of players to the new Eastern Colored League and a misunderstanding that led Ben to take another managerial position in the East led to financial difficulties for Mrs. Taylor, and the team folded. In later years, a different franchise under



MICROLESSON FIVE - HANDOUT 10B: NEGRO LEAGUES TEAMS

new ownership but with the same name entered league play in 1931-1933, and again in 1938-1939 in the Negro American League. Each of the teams from the Depression years of the 1930s who bore the once proud ABCs name were known for instability. The only thing in common between the 1931 and 1932 teams was the manager, "Candy" Jim Taylor (another of the famous Taylor brothers). The players were different, and they played in different leagues, with the former team in the Negro National League and the later team in the Negro Southern League. In 1933 the team started in Indianapolis, Indiana but very early in the spring moved to Detroit, Michigan and played as the Stars. In the last effort to bring an ABCs team back to Indianapolis, the 1938 ABCs shifted operations to the Midwest and played as the St. Louis Stars in 1939-40, while the Atlanta Black Crackers of 1938 moved into Indianapolis and played under the ABCs banner for a short time in 1939.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 11: NEGRO LEAGUES TEAMS

INDIANAPOLIS CLOWNS



Negro Leagues Participation: 1943-1950

- Negro American League

Team Honors:

- Negro American League Eastern Division title (1950)

Team Overview:

The franchise that began as the Miami Giants and grew into the Ethiopian Clowns found a home in Indianapolis, Indiana in 1946-1950 while playing in the Negro American League. For financial reasons the city of Indianapolis shared the Clowns' franchise with Cincinnati in other years. In 1950, when the Negro American League was in decline in player quality and not as well organized, the Clowns won the first-half title of the Eastern Division and were awarded the second half title, despite a third-place finish among four teams, due to a ruling that teams must play at least 30 games in a half season. There was no playoff with the Kansas City Monarchs, Western Division winners, for the league pennant. The Clowns' franchise continued into the 1950s and 1960s but was not a high-quality ballclub during these later years after the major league's began recruiting black and brown baseball players.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 12A: NEGRO LEAGUES TEAMS

KANSAS CITY MONARCHS



Negro Leagues Participation: 1920-1950

- Negro National League (1920-1931)
- Independent (1932-1936)
- Negro American League (1937-1959)

Team Honors:

- World Series Champions (1924, 1942)
- League pennants (1923-1925, 1929, 1937, 1939-1942, 1946)
- First Half title (1926, 1949)
- Second Half title (1948)
- Division title (1950)

Team Overview:

Owned by J.L. Wilkinson, a white businessman, the Monarchs were one of the best known and most successful black teams. The Monarchs won a total of ten pennants, tying the Homestead Grays for the most flags by any Negro League team, they suffered only one losing season during their entire association with the Negro Leagues. And that season was during World War II, when the roster was reduced by the loss of players to military service. The Monarchs also hold the honor of having won the first World Series ever played between opposing black leagues, both in the initial World Series in 1924 between the Negro National League and the Eastern Colored League, and again in the reestablished World Series in 1942 between the Negro National League and the Negro American League. A charter member of the Negro National League, they played through the 1930 season, winning pennants in 1923-1925 and 1929 while never experiencing a losing season. They narrowly missed a fourth straight pennant in 1926, when they won the first half title but lost a bitter nine game playoff to the Chicago American Giants. The Monarchs played in the first two World Series ever played, facing the Hilldale team on both occasions. After dropping



MICROLESSON FIVE - HANDOUT 12B: NEGRO LEAGUES TEAMS

out of the league they played independently until joining the Negro American League as a charter member in 1937 and remaining even when the league lost its major league status. During the first six seasons (1937-1942) they won five pennants, except in 1938. After the return of many of their best players, who had been called from military service, they won another flag in 1946, but also lost a series to the Newark Eagles that same year. In 1948 the Monarchs won the second half of the split season but lost a playoff series to the Birmingham Black Barons for the pennant, missing a chance to play in the last Negro World Series. Following that, the Negro National League folded, and the Negro American League absorbed some of the teams and expanded into division play. The Monarchs won the first half title in 1949 and took a division title in 1950. Wilkinson had sold the franchise after the 1948 season to Tom Baird, who continued to operate the Monarchs through the 1950s, but by then the league was primarily as a minor league operation.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 13: NEGRO LEAGUES TEAMS

MEMPHIS RED SOX



Negro Leagues Participation: 1923-1950

- Negro National League (1924-1930)
- Negro Southern League (1926, 1932)
- Negro American League (1937-1950)
- Independent/No League Affiliation (1923)

Team Honors:

- First Half Champions (1938)

Team Overview:

The Memphis Red Sox was owned by two brothers, Dr. J.B. Martin and Dr. B.B. Martin, members of a prominent family in Memphis. Both men were dentists, and J.B. also operated a drugstore and a funeral home and had investments in real estate also. He built his own ballpark for the team, owned a hotel next to the park, and operated the concession stand where he served chitterlings in addition to the standard ballpark menu. The franchise fielded a team in the Negro National League each year between 1924 and 1930, except for 1926, when they joined the Negro Southern League in its inaugural season. The Red Sox also fielded a team in the Negro Southern League in 1932, the only season when it was designated as a major league. In 1937 Memphis became a charter member in the Negro American League and won the first half championship in 1938. In the playoff with the second half winner, the Atlanta Black Crackers, the Red Sox won the first two games, but the Series was canceled because of disagreements between the managements of both ballclubs. The Red Sox remained in the league through 1950 but never again competed for the title.

Source: James A. Riley, *The Biographical Encyclopedia of the Negro Baseball Leagues*, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 14: NEGRO LEAGUES TEAMS

NEW YORK CUBANS



Negro Leagues Participation: 1935-1950

- Negro National League (1935-1936, 1939-1948))
- Negro American League (1949-1950)

Team Honors:

- Second Half Champions (1935, 1941)
- World Series Champions (1947)

Team Overview:

A rebirth of owner Alex Pompez's Cuban Stars from earlier years, the Cubans played in the Negro National League from 1935 to 1950 except for two seasons (1937-1938). Playing their home games in the Polo Grounds, they fielded a strong ballclub in 1935, winning the second half title, but lost the league championship playoffs to the Pittsburgh Crawfords. After a losing season in 1936, the Cubans did not field a team for two seasons, but rejoined the Negro National League in 1939, and two years later again won the second half title but lost to the Homestead Grays in the league championship playoffs. Finally, in 1947, the Cubans took a pennant, and then captured the championship by defeating the Negro American League's Cleveland Buckeyes in the upcoming World Series. After the Negro National League folded following the 1948 season, the Cubans joined the Eastern Division of the Negro American League.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 15A: NEGRO LEAGUES TEAMS

PITTSBURGH CRAWFORDS



Negro Leagues Participation: 1931-1938

- Negro National League (1933-1938)
- Independent/No League Affiliation (1931-1932)

Team Honors:

- Negro National League pennant (1935-1936)

Team Overview:

Formed by Gus Greenlee from a youth team in 1931, the new owner loaded the team with outstanding talent, including Satchel Paige and Josh Gibson, and the Crawfords became a powerhouse for the following five years (1932-1936). The Crawfords played as an independent team in 1932, but in 1933 they joined the new Negro National League and won the league's first pennant tying with another team. The Crawfords finished the first half with a record that was only half a game behind the Chicago American Giants. The second half of the season was not completed, and the Chicago American Giants claimed the title. However, Greenlee, as president of the league, declared the Crawfords to be the champions, and the matter was never resolved. In 1934 the Crawfords fielded another outstanding team. However, they failed to win either half of the split season and missed the playoffs. In each of the next two seasons, 1935-1936, the Crawfords won Negro National League pennants, and the 1935 club is generally known as the greatest black baseball team of all time. The 1935 squad won the first half, then defeated the second-half titlists, the New York Cubans, in a closely contested championship series. In 1936, after a third place first-half finish, the Crawfords won the second-half title and finished with the best overall record. A play-off was not completed, and again Greenlee declared the Crawfords champions. Unfortunately, the team was falsely accused of throwing a game to the Bushwicks, and despite the denial, the team's reputation was damaged. The following spring Satchel Paige, Josh Gibson,



MICROLESSON FIVE - HANDOUT 15B: NEGRO LEAGUES TEAMS

Cool Papa Bell, and several other Crawfords players departed for Santo Domingo, in the Dominican Republic, to play for the country's dictator, Trujillo, and the franchise never again reclaimed the glory from the five preceding seasons. After two second division finishes and a business reversal, Greenlee sold the team, and the franchise moved to Toledo, Ohio in 1939 and then to Indianapolis, Indiana in 1940, playing in the Negro American League each of these seasons, before eventually folding. In the mid-1940s another team using the same Pittsburgh Crawfords' name was formed, but it was not related to the original franchise.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 16A: NEGRO LEAGUES TEAMS

ST. LOUIS STARS



Negro Leagues Participation: 1922-1931, 1937-1943

- Negro National League (1922-1931)
- Negro American League (1937, 1939, 1941)
- Negro National League (1943)
- Independent/No League Affiliation (1940)

Team Honors:

- Negro National League pennant (1928, 1930, 1931)
- Negro National League Second Half Championship (1925)
- Negro American League Second Half Championship (1939)

Team Overview:

The Stars were a continuation of a franchise originally organized as the St. Louis Giants in 1909 by a white businessman, Charlie Mills. The Giants were a charter member of the Negro National League in 1920, and after two seasons in the league, Mills sold the franchise to Dick Kemp and Dr. Sam Sheppard. Under the new ownership, the name was changed and the ballclub became the St. Louis Stars. In 1923 the Stars experienced a losing season for the only time in their history, while remaining in the Negro National League until its demise after the 1931 season. In 1925 they won the second half title of the split season but lost a series to the Kansas City Monarchs, winners of the first half. After this initial setback, the Stars won three pennants, in 1928, 1930, and 1931, winning playoffs the first two seasons against the Chicago American Giants and the Detroit Stars, respectively. Their third flag was the last one in the history of the league that Rube Foster founded and, following the lead of the league itself, the Stars ended following the 1931 season. Six years later, a new franchise bearing the same name became a charter member of the Negro American League, fielding teams in 1937 and 1939. Struggling for financial survival, the franchise shifted to a co-hometown status, pairing St. Louis, Missouri with other cities-New Orleans, Louisiana in 1940-1941 and Harrisburg, Pennsylvania in 1943. In 1940 the team played



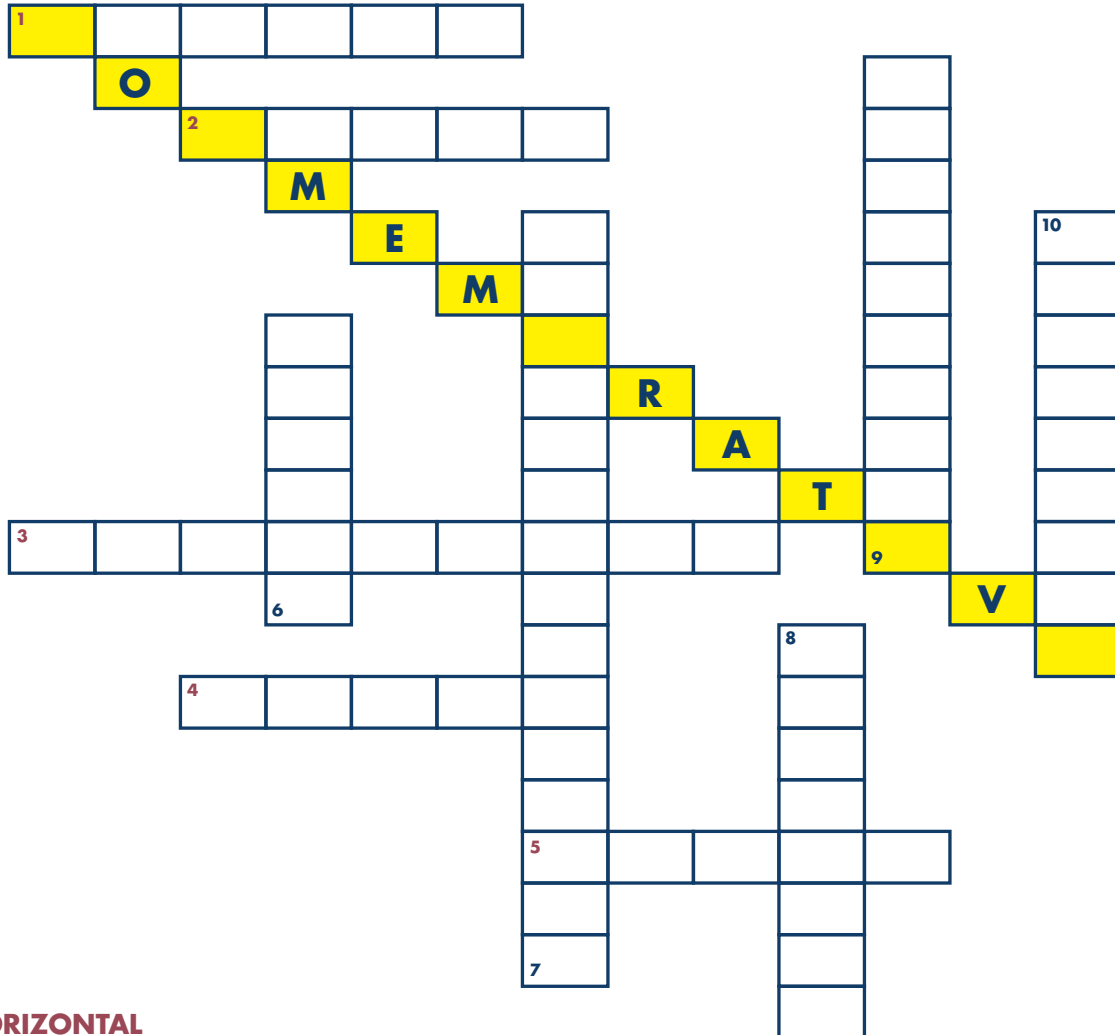
MICROLESSON FIVE - HANDOUT 16B: NEGRO LEAGUES TEAMS

as an independent but returned to the Negro American League the following year. After stopping for a year, they made a final effort to organize in 1943, when they were entered in the Negro National League, but withdrew early in the spring to barnstorm against a team headlining Dizzy Dean, and were promptly suspended by the league.

Source: James A. Riley, The Biographical Encyclopedia of the Negro Baseball Leagues, New York: Carroll & Graf Publishers, Inc., 1994



MICROLESSON FIVE - HANDOUT 17: COIN CROSSWORD



HORIZONTAL

1. To make a decision
2. Anything widely accepted in exchange for goods and services
3. Something that influences the behavior of people
4. Something of monetary value owned by an individual or organization
5. The amount that people pay for a good or service

VERTICAL

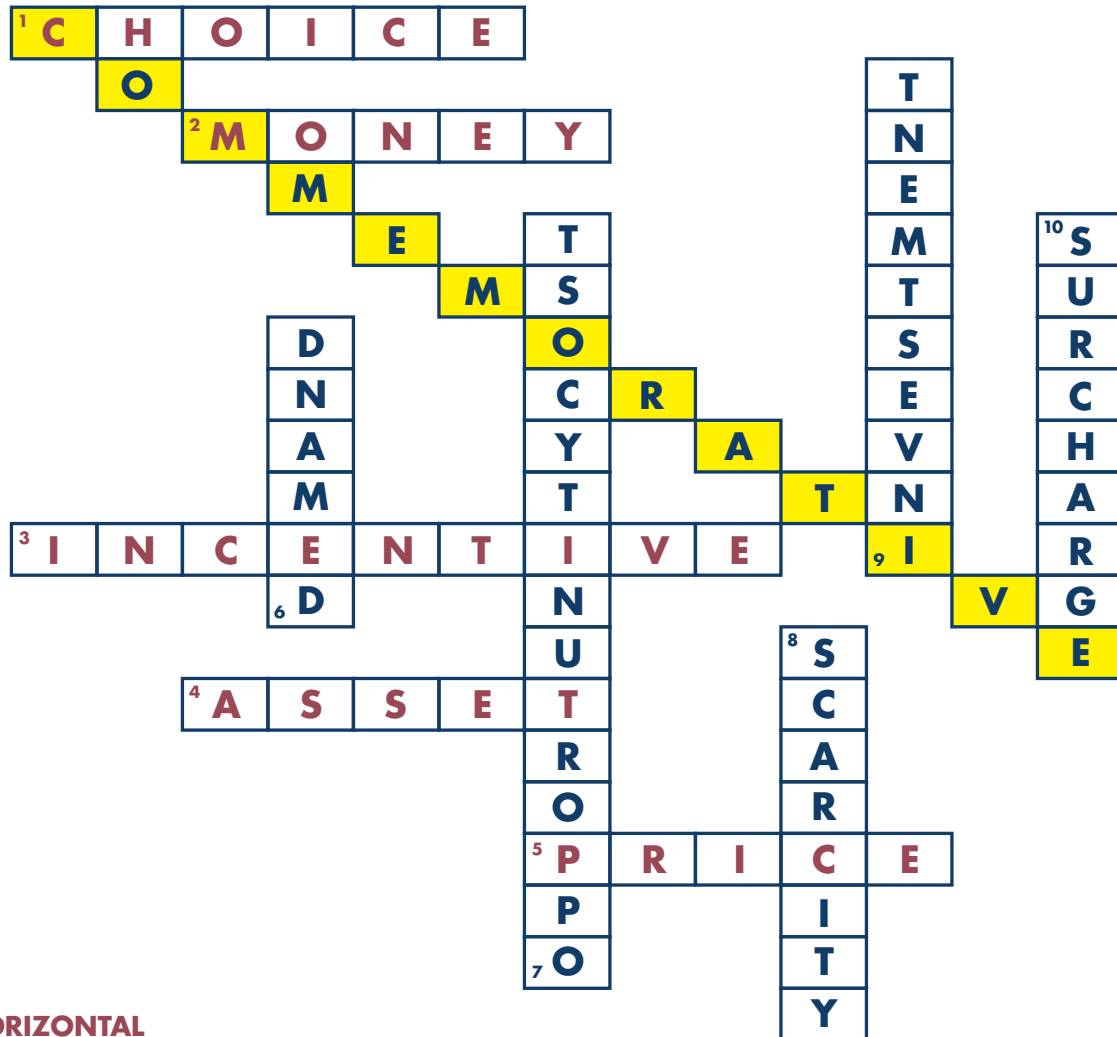
6. The amount that consumers are able and willing to buy at all possible prices at a given time
7. The next best alternative that you give up
8. When there is not enough for all who want it
9. An asset purchased with the hope that it will gain value and provide a financial return
10. An extra fee

What is the highlighted vocabulary word? _____

What is the definition? _____



MICROLESSON FIVE - HANDOUT 17: COIN CROSSWORD ANSWER KEY



HORIZONTAL

1. To make a decision
2. Anything widely accepted in exchange for goods and services
3. Something that influences the behavior of people
4. Something of monetary value owned by an individual or organization
5. The amount that people pay for a good or service

VERTICAL

6. The amount that consumers are able and willing to buy at all possible prices at a given time
7. The next best alternative that you give up
8. When there is not enough for all who want it
9. An asset purchased with the hope that it will gain value and provide a financial return
10. An extra fee

What is the highlighted vocabulary word? Commemorative

What is the definition? Issued in limited quantities for a limited time to honor or feature someone or something



MICROLESSON FIVE - HANDOUT 18: NEGRO LEAGUES COINS VIDEO JOURNAL

PRIDE:

Definition (Merriam-Webster): The quality or state of being proud, such as having reasonable self-esteem; confidence and satisfaction in oneself.

Write examples from the video below.

1. _____

2. _____

PASSION:

Definition (Merriam-Webster): A strong liking or devotion to some activity, object, or concept; intense or overmastering feeling; object of desire or deep interest.

Write examples from the video below.

1. _____

2. _____

PERSEVERENCE:

Definition (Merriam-Webster): Continued effort to do or achieve something despite difficulties, failure, or opposition; action or condition of being firmly fixed or firm in belief; determined, not subject to change.

Write examples from the video below.

1. _____

2. _____

Why are commemorative coins an investment? _____



MICROLESSON FIVE - HANDOUT 19: COMMEMORATIVE COIN CALCULATIONS (PAGE 1 OF 2)

COMMEMORATIVE COIN FACTS

Commemorative coins are produced by the United States (US) Mint. These coins are legal tender that celebrate and honor American people, places, events, and institutions. Commemorative coins were first minted in 1892 and continue to the present day, excluding between 1954 to 1981, when production was suspended due to the abundance of commemorative coins in circulation and concerns about counterfeiting.

In total, 158 commemorative coins have been authorized since 1892. Sixty of these were authorized between 1892 and 1954, which is also considered the historical era. It concluded with the minting of George Washington Carver and Booker T. Washington half-dollars during 1951 to 1954.

The modern commemorative coin era began in 1982 with coins celebrating the 250th anniversary of George Washington's birth. A total of 98 commemorative coins have been authorized for minting since 1982, at which time surcharges were also put in place. Additionally, the subject matter for commemorative coins expanded in 1982 to include women, historical events, buildings, and landscapes.

Between 1982 and 1997, 47 commemorative coins were minted, with as many as six different coins in 1994 and ten coins during 1995 and 1996. Beginning in 1998, a maximum of two coins could be authorized for minting within a given year, although three were minted in 1999 and only one was authorized in both 2003 and 2008. 49 commemorative coins were minted from 1998 to 2022.

Since 1998, the average timeframe from legislative approval to minting has been three years for each commemorative coin, with the longest period being 1994 to 2002 for the West Point Bicentennial coin. The shortest timeframe was within one year, 2006, for the San Francisco Old Mint commemorative coin. It is estimated that a minimum of 56 weeks is needed from approval to completion for each coin, including the design process, engraving, marketing, and launch.

Production costs for each commemorative coin differ based on the design, administrative costs, and metals used. Since 1982, the US Mint has raised more than \$506 million in surcharges, also averaging approximately 1 million coins sold annually. Popularity of commemorative coins differ. For instance, about 15 million 1986 US Statue of Liberty coins were sold, while approximately 41,000 1997 Franklin Delano Roosevelt gold \$5 coins were sold. Between 1982 to 1995, Congress authorized sales from 22 commemorative coin programs be directed to help reduce US national debt. During this time, the government earned about \$179 million, while organizations received about \$310 million from coin sales.

The Negro Leagues was established in 1920 and celebrated their centennial anniversary in 2020. Negro Leagues commemorative coins were released in 2022 and the US Mint could issue up to 50,000 of the \$5 gold coins, 400,000 of the \$1 silver coins, and 400,000 of the half-dollar clad coins. Surcharges were set in the amounts of \$35 for each \$5 gold coin, \$10 for each silver dollar, and \$5 for each half dollar sold.

Source: Congressional Research Service, <https://sgp.fas.org/crs/misc/R44623.pdf>



MICROLESSON FIVE - HANDOUT 19: COMMEMORATIVE COIN CALCULATIONS (PAGE 2 OF 2)

COMMEMORATIVE COIN PROCESS



EXAMPLE CALCULATION OF COMMEMORATIVE COIN SURCHARGE PAYMENTS

	<i>Benjamin Franklin</i>
REVENUE	\$20,348,835
COST OF GOODS SOLD	
Manufacturing and Assembling	\$7,576,163
Order Fulfillment	\$549,513
Total Cost of Goods Sold	\$8,125,676
RESULTS BEFORE SELLING, GENERAL & ADMINISTRATIVE	\$12,223,159
Selling, General & Administrative	
Promotional	\$1,000,000
Travel	\$2,290
General & Administrative & Marketing	\$2,529,656
Total Selling, General & Administrative	\$3,521,946
PROFIT BEFORE SURCHARGES	\$8,691,213
SURCHARGE ON REVENUE	\$4,995,570
ESTIMATED PROFIT (LOSS)	\$3,695,643

	<i>Benjamin Franklin</i>
POTENTIAL UNRECOVERED MINT INVESTMENTS	
Melting	\$1,710
Manufacturing and Assembling	\$511,527
TOTAL	\$513,237
SURCHARGE FORWARDED TO RECIPIENT ORGANIZATIONS	\$3,369,060

Source: Congressional Research Service, <https://sgp.fas.org/crs/misc/R44623.pdf>