



TOOLS OF THE TRADE: TEACHING WITH TRADING CARDS AND SPORTS MEMORABILIA

Presenter:
Catherine Fletcher, City Lore

Workshop Materials

- ESP charts
- document packets
- trading card templates
- markers, tape
- scissors, glue

Critical Themes in American History is a Teaching American History Grant from the U.S. Department of Education awarded to New York City Department of Education Community School District 28. Cultural partners include Gotham Center for NYC History/CUNY, City Lore and St. John's University.

TOOLS OF THE TRADE: TEACHING WITH TRADING CARDS AND SPORTS MEMORABILIA

Objective: To review content knowledge of three periods (c. 1850-1910) and to analyze and synthesize information from sports memorabilia from those periods as a way of enhancing content knowledge

Materials:

- ESP charts (provided)
- document packets (provided)
- trading card templates (provided)
- markers, tape
- scissors, glue

Learning Goals:

- Participants will practice reading for information and evaluating from both primary and secondary sources.
- Participants will practice summarizing content in chart form and shaping content into narrative form with a beginning, middle, and end.
- Participants will practice peer reviewing other participants' work.
- Participants will enhance their understanding of the history and culture of the late 19th and early 20th centuries through the study of boxing memorabilia.
- **Activity 1: Reviewing Content Knowledge (20 minutes)**
 - With the group on your table, you will brainstorm all the facts you know about the period you have been assigned and record them on an ESP chart.
- **Activity 2: Analyzing Sports Memorabilia (40 minutes)**
 - On your table, you will review the trading card template and read and evaluate a text for information to complete a trading card of a boxer.
 - With the group on your table, you will analyze boxing memorabilia and read and evaluate the documents for information to complete a trading card of a boxer.
 - With the images provided in the packet as well as the information gathered, you will complete the trading card. When complete, revise your ESP chart with any new information.
- **Activity 3: Comparing and Contrasting Findings (20 minutes)**
 - With all of the tables' cards and ESP charts completed, groups will switch materials and peer review each others' work.
 - Once reviewed, groups will return to their original tables and make any needed revisions.
- **Activity 4: Summarizing Findings (20 minutes)**
 - On your table, note the most important information from the content you have reviewed.
 - You will summarize this content in a rap and present it to the group.

Tools of the Trade: Teaching with Trading Cards and Sports Memorabilia

During the Victorian era, with the spread of color lithography, one of the favorite pastimes was collecting small, illustrated advertising cards that we now call trading cards. These cards evolved from cards of the late 1700s used by tradesmen to advertise their services. Among these were cards depicting famous boxers, champions of a sport which increased in popularity in the late 19th century. We will investigate what historical details can be learned from these cards as well as make trading cards that can be used for other types of fights in American history such as battles, legal cases, strikes, and elections.

Introduction

The following activities can be used toward the end of a unit to review knowledge of content learned and to incorporate new information or can be used for a research project. To begin, participants are divided into 3 groups, with each group having an A group and a B group (i.e. 1A/1B, 2A/2B, 3A/3B). Each group will brainstorm for content knowledge then review packets of information about one side of a conflict; in this model, boxers in a historically significant match (e.g. A=Jack Johnson, B=Jim Jeffries from 1910). They will create trading cards of leading personalities, in this case the boxers, and peer review each other's work. They will summarize their findings with a short poem related to the content; here, a rap in the style of Muhammad Ali.

Activity 1: Reviewing Content Knowledge (20 minutes)

On their tables, groups will brainstorm what they know about what life was like in the United States during the period assigned (e.g. c. 1849, c. 1892, c. 1910).

- Pick a recorder.
- On the ESP chart provided, the recorder notes the information provided by the group, categorizing facts as economic, social, or political.
- Once completed, put the ESP chart to one side.

Activity 2: Analyzing Sports Memorabilia (40 minutes)

On their tables, participants will review the trading card template provided. They will review period documents (provided) to create a trading card (e.g. of boxers).

- Skim the text provided for details that can be used to complete the trading card. Circle that information in the text.
- Next, open the packet of period documents (e.g boxing trading cards, tickets, and period sports memorabilia). Then skim the documents provided for details that can be used to complete the trading card. Circle that information in the documents.
- With the information gathered from the group, the recorder completes the trading card template. The group will add a graphic to the front of the card from the packet provided.
- When the group is finished, review the ESP chart again. Add new information you may have discovered by creating your trading card.

Addresses:

Standard RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities or differences in the point of view they represent.

Activity 3: Comparing and Contrasting Findings (20 minutes)

Each table of participants now counts off "one-two". The ones from each table will switch places with the ones from their paired table. For example, the ones from table 2A will switch places with the ones from table 2B. The ones will take the trading cards with them, while the twos will keep the ESP charts.

- Ones present their trading cards to the twos from the other group.
- Twos peer review the trading cards, offering comments and asking questions. Ones make any needed changes.
- Ones peer review the ESP charts.
- Twos add new information to their ESP charts.

Activity 4: Summarizing Findings (20 minutes)

Ones and twos then return to their original groups. Each group shares any new information learned and plans to summarize it.

- Discuss: What are the most important facts learned during this process about your time period?
- Summarize your findings in a Muhammad Ali style, trash-talking rap. Or write it from the point of view of the person on your trading card. Here are two examples to give you inspiration.

I HAVE WRESTLED WITH AN ALLIGATOR... (c. 1974)

*I have wrestled with an alligator.
I done tussled with a whale.
I done handcuffed lightning,
thrown thunder in jail.
That's bad!*

*Only last week I murdered a rock,
injured a stone,
hospitalized a brick!
I'm so mean, I make medicine sick!*

FLOAT LIKE A BUTTERFLY (c. 1974)

*I'm gonna float like a butterfly and sting like a bee.
George can't hit what his hands can't see.
Now you see me, now you don't.
He thinks he will, but I know he won't.*

*They tell me George is good, but I'm twice as nice
and I'm gonna stick to his butt like white on rice
I am greatest of all time, of all time...*

- Present your group's rap to the whole room.

Addresses:

Standard RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably

Standard RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Possible 19th /early 20th century themes for adapting trading cards include:

1. The Civil War (e.g. generals or battles)
2. The Mexican-American War (e.g. generals or battles)
3. Supreme Court cases (e.g. Plessy v. Ferguson)
4. Presidential elections (e.g. Lincoln v. Douglas)
5. Strikes by labor unions (e.g. Shirtwaist Strike of 1909)

Extensions—Several ways students can use the printed trading cards include:

1. Placing them in chronological order by event
2. Classifying them by some common characteristic
3. Using the information on two or three cards to create Venn Diagrams