

Follow Chester!: A College Football Team Fights Racism and Makes History

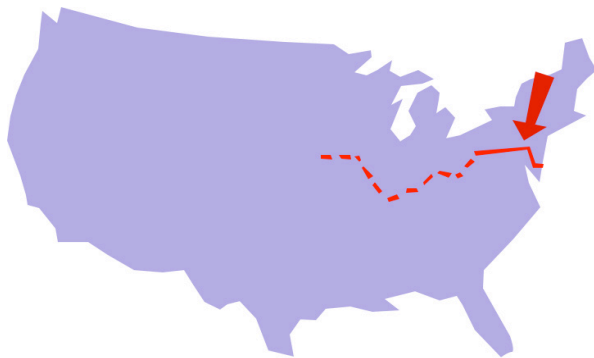
RIF EXTENSION ACTIVITIES FOR EDUCATORS

INTERDISCIPLINARY THEMES: GEOGRAPHY, MATH, SOCIAL EMOTIONAL LEARNING, SOCIAL STUDIES, WRITING

GEOGRAPHY

MAPPING THE MASON-DIXON LINE

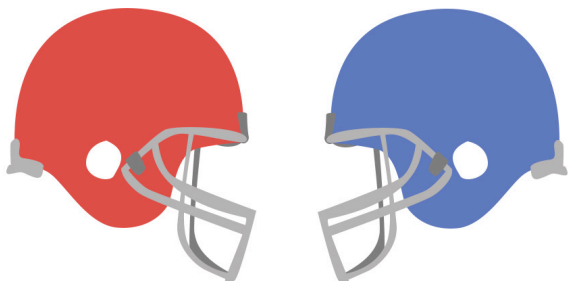
Provide a brief overview of the border established by the Mason-Dixon Line and how it came to symbolize the divide between the north and the south before the Civil War. The line marked the border between slave states to the south and free states to the north. Have students find and mark the Mason-Dixon Line, which is the border between Pennsylvania and Maryland, on a map.



SOCIAL EMOTIONAL LEARNING

TEAM UP AND SUPPORT

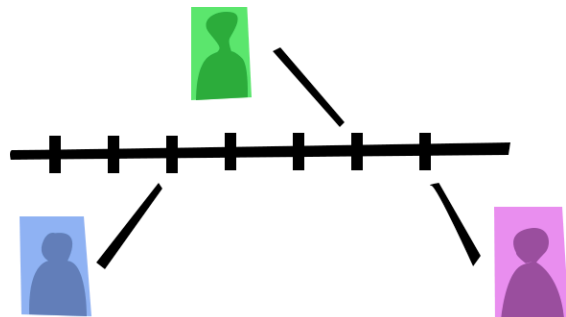
Pick any ordinary activity in your classroom that is or can be done in teams, such as whiteboard erasing, putting materials away, lining up. Establish small teams for a day or week and encourage non-competitive, extreme team spirit in the style of the Harvard football team's mutual support on and off the field. After your established time in teams, debrief the experience to find out how being part of a team felt to your students.



MATH, SOCIAL STUDIES, WRITING

RECORD BREAKERS IN HISTORY (TIMELINE)

Create a timeline and invite students to select a record breaker in history or assign record breakers according to your students' interests. Have each student create a marker for the timeline including a picture or drawing of the person, a one-sentence description of the record they broke, and the year it happened. Then, place all the record breakers on the timeline according to their place in history.



SOCIAL STUDIES

FOOTBALL THEN AND NOW

Using the photo in the back of the book and an online photo of the most current Harvard football team, have students compare the teams then and now. Use a Venn diagram to help students notice how things have changed or stayed the same over time, including the size of and diversity among the team and staff.

SOCIAL EMOTIONAL LEARNING

COURAGE BOOSTERS

Chester Pierce has a personal challenge but is boosted by the support of others. Divide students into small groups to identify Chester's supporters and chart how they supported him. Then, have students work independently to identify at least two people or groups they would turn to for support if they needed it to face a challenge. Invite, but don't require, students to share their supporters with you or with the class.