

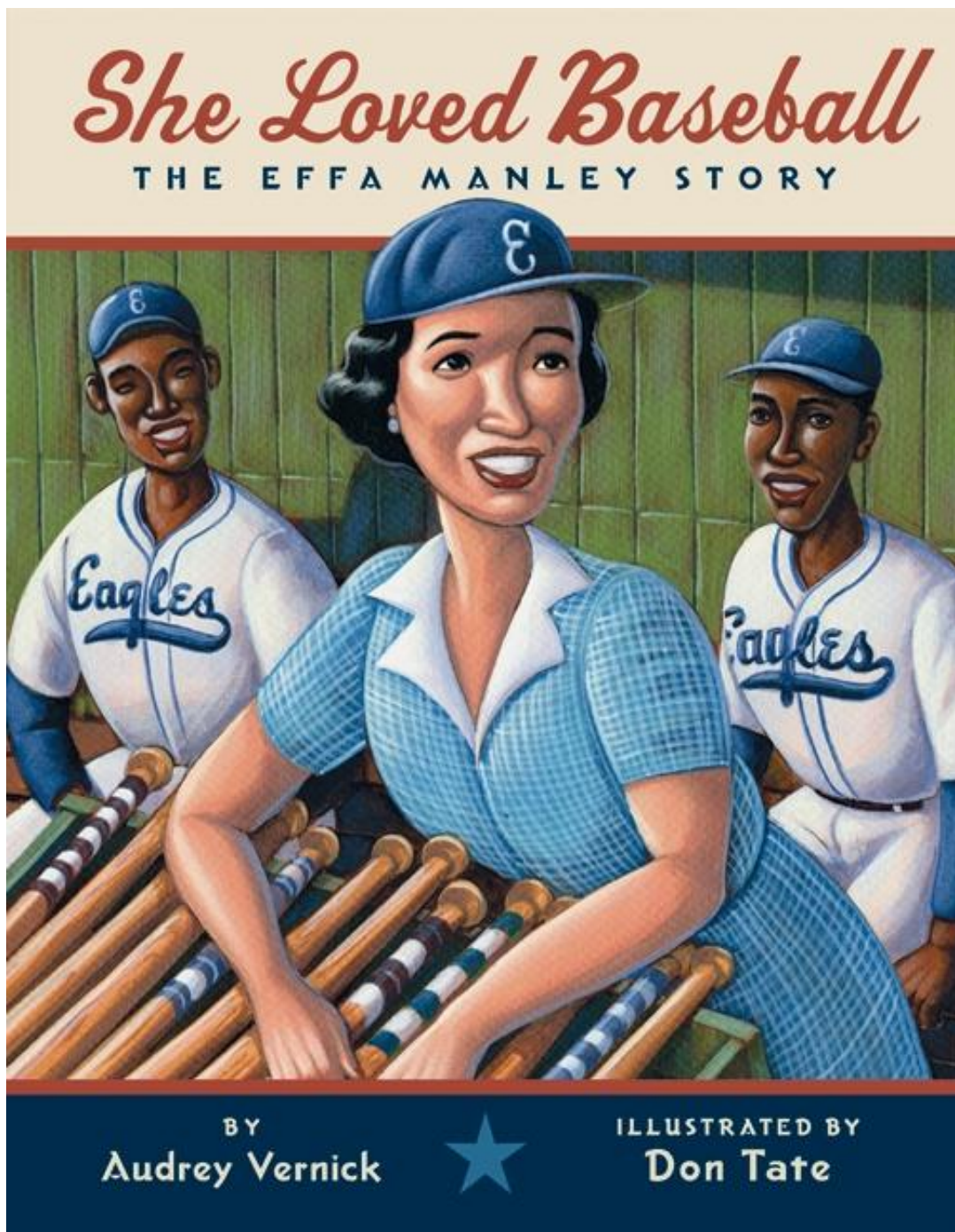
A Teacher's Guide to

She Loved Baseball

The Effa Manley Story

Written by Audrey Vernick

Illustrated By Don Tate



SHE LOVED BASEBALL: The Effa Manley Story © 2010 by Audrey Vernick
Illustrated by Don Tate; Collins, An Imprint of HarperCollins Publishers

Story Summary

From The HarperCollins Catalog:

Effa Manley always loved baseball. As a young woman, she would go to Yankee Stadium just to see Babe Ruth's mighty swing. But she never dreamed she would someday own a baseball team. Or be the first—and only—woman ever inducted into the Baseball Hall of Fame.

From her childhood in Philadelphia to her groundbreaking role as business manager and owner of the Newark Eagles, Effa Manley always fought for what was right. And she always swung for the fences.

View the book trailer at <http://audreyvernick.com/sheloved.html>.

Praise for *She Loved Baseball: The Effa Manley Story*

"Effa Manley may be a name only die-hard baseball fans recognize, but this sweeping picture-book biography will help change that. Vernick adds appeal to this straightforward biography with repetitive phrases that emphasize Manley's activist spirit, while Tate's slightly stylized acrylic paintings convey both the historical setting and the timeless excitement in the ballpark."~*Booklist*

"Vernick employs a matter-of-fact tone and highly descriptive, accessible language that not only provides a great deal of information but also captures both the essence of the era and Manley's compassion and strength of character ... readers will cheer."~*Kirkus Reviews*

"Tate's energetic illustrations harmonize well with Vernick's fresh and engaging text. History favors the individuals in the spotlight: here's an entertaining portrait of a woman who made significant strides behind the scenes." ~*Publishers Weekly*

Vernick's sprightly text and Tate's vibrant illustrations combine in an appreciative tribute to the first—and only—woman to be inducted into the Baseball Hall of Fame ... At the ballpark, Manley chose to sit in the stands "where the seats vibrated from foot-stomping excitement," and when the score was close, she peeked between her white-gloved fingers. Both author and illustrator are on top of their games as they bring this inspiring story to life."~*School Library Journal, Starred Review* ★

About the Author

AUDREY VERNICK is the author of *Is Your Buffalo Ready for Kindergarten?* (teacher's guide available at <http://audreyvernicks.com/guides.html>) and its forthcoming sequel, *Teach Your Buffalo To Play Drums*.

In addition to writing for children, Audrey has published more than a dozen short stories for adults in a variety of magazines and literary journals. The New Jersey State Council of the Arts has honored Audrey twice with its prestigious fiction fellowship.

She lives near the ocean in New Jersey with one husband, two children, and a dog.

Learn more about Audrey and her work at www.audreyvernicks.com.



About the Illustrator



DON TATE is the award-winning illustrator/author of more than 25 trade and educational books for children. Don earned an AAA degree from Des Moines Area Community College. He has worked as a publication designer for the Perfection Learning Corporation, an educational publishing company, where he won various design and illustration awards through the Iowa Art Director's Association. In addition, he was the art director at an advertising and market research firm, and a graphic artist at a print shop. He also flipped burgers in high school and swept floors at the mall.

A native of Des Moines, Iowa, Don currently resides in Austin, Texas, where he works full-time as an illustrator/graphics reporter for the *Austin American Statesman*.

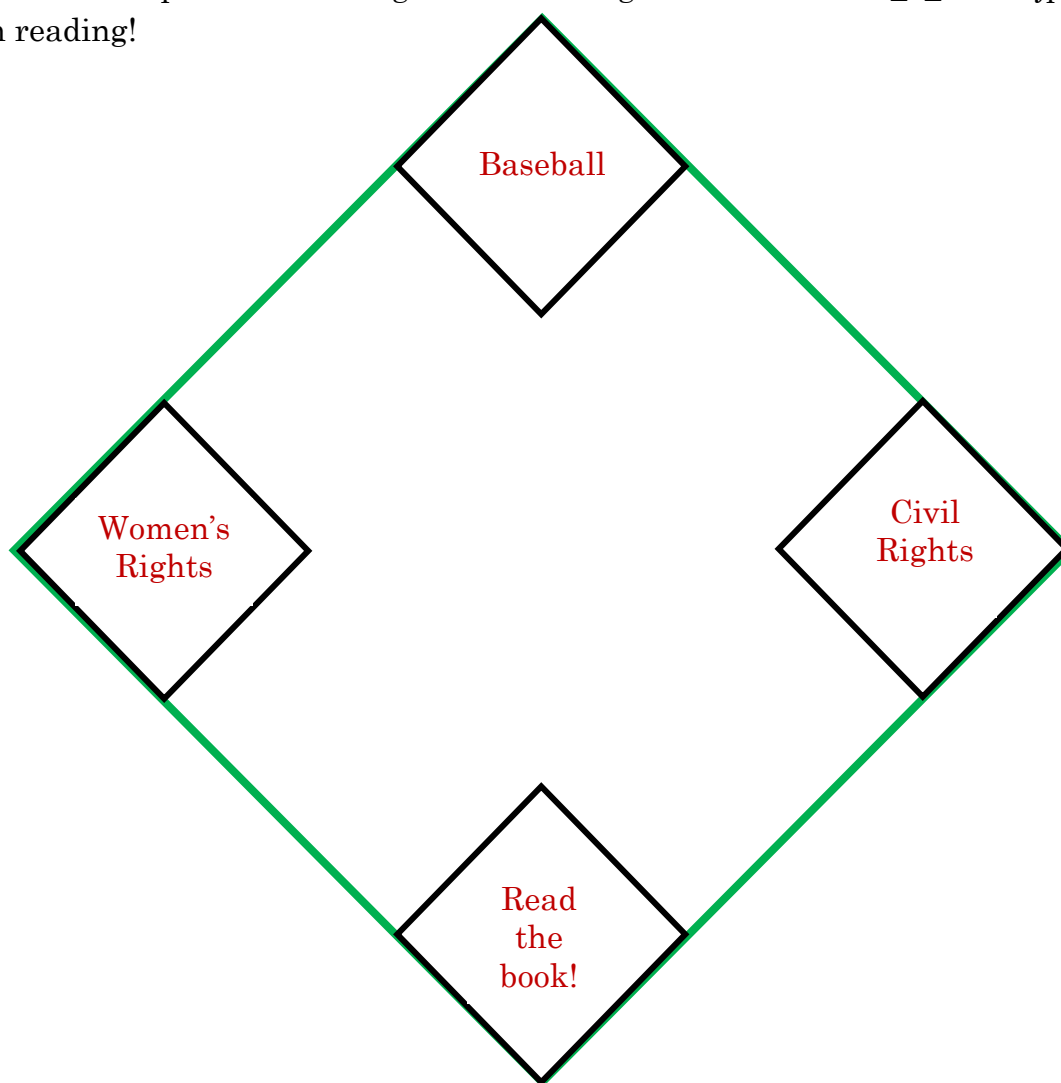
Visit him online at www.dontate.com.

Pre-Reading

Background Knowledge

Tap into your students' background knowledge by using a graphic organizer like the one below. In small groups, have students list what they know about each topic. Compile their knowledge into one baseball diamond.

Tech Tip: Display the organizer in an interactive whiteboard document. Link the first, second and third bases to pages with student-generated facts about each topic. For home base, link to an image of the book's cover (http://www.harpercollinscatalogs.com/CH/vlarge/9780061349201_0_Cover.jpg) and begin reading!



- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Vocabulary

Encourage students to use text and illustration clues to infer meanings as you read.

TEXT

**SIBLINGS****ADORED****HIRED****SALESCLERKS****CONVINCED****WILLING****THUNDEROUS****PROTESTED****VIBRATED****NEGOTIATE****BROWSED****ACKNOWLEDGE****APPOINTED****OUTRAGED**

BOTH TEXT AND ILLUSTRATIONS

**NEGRO****BOLD****BLARED****APPROVAL****URGED****BOYCOTT****SCRAPBOOK****CONTRACTS****LETTER-WRITING CAMPAIGN****INDUCTED****RECOGNIZED****CIVIL RIGHTS****APPOINTED****OUTRAGED**

NEITHER TEXT NOR ILLUSTRATIONS

**TRANSPORTATION****THE PRESS****NAGGING**

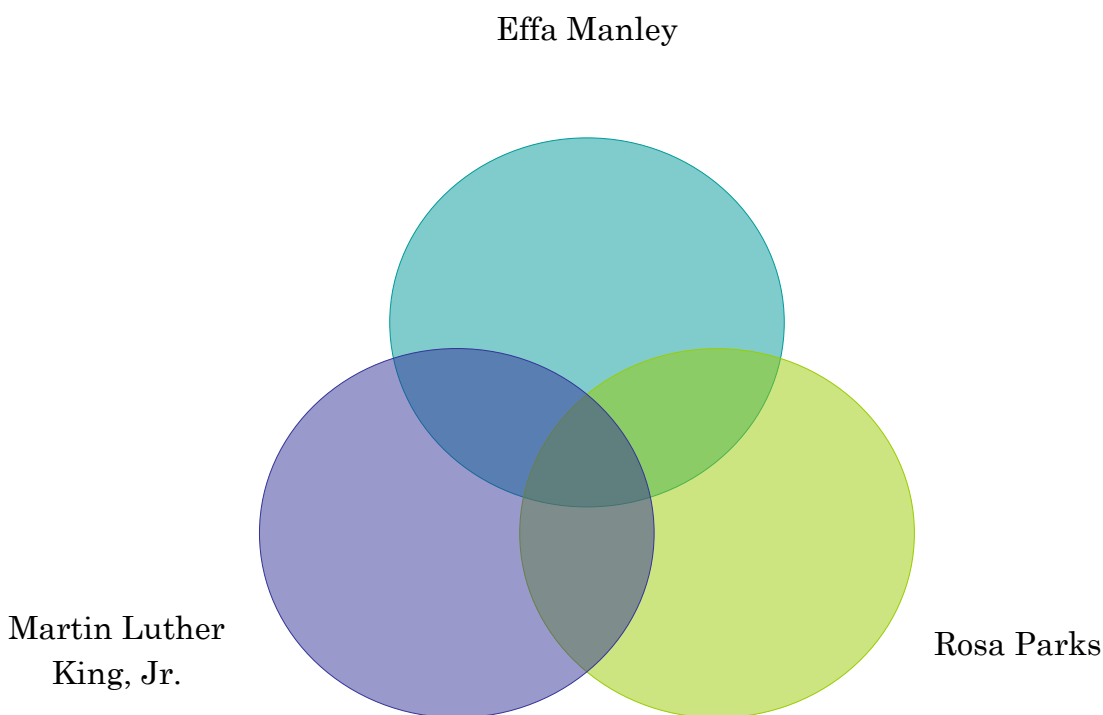


* Note that “league” has more than one meaning in this story.

- *Determine the meaning of words and phrases as they are used in the text.*

Discussion Starters

1. Why did Effa get into trouble in first grade? (*knowledge*)
2. Why did Effa organize a boycott in Harlem? Was it effective? Why? (*comprehension*)
3. Effa helped organize the Harlem boycott more than 20 years before the bus boycott in Montgomery, Alabama. If Rosa Parks and Effa met, what would they say to each other? Role-play possible scenarios between the two women. (*application*)
4. Effa bought “the best uniforms and a fancy comfortable bus” for her players, found them jobs playing baseball in Puerto Rico in the off-season, and encouraged them to be active in their communities. Why do you think she did this? Why did the players call her their “mother hen”? (*analysis*)
5. Using a Venn diagram like the one below, compare Effa with Martin Luther King, Jr. and Rosa Parks. (*synthesis*)



6. Effa continued to write letters to the National Baseball Hall of Fame even when they did not take her suggestions. Effa, along with some of her players, was finally inducted into the Baseball Hall of Fame twenty-five years after her death. Did her letters make a difference? Why or why not? (*evaluation*)

Student Activities

Honoring Effa

On the last page of the story, show students the plaque that honors Effa as an inductee into the Baseball Hall of Fame. Ask students what they think the words might say at the bottom of the plaque.

Have students design their own Effa plaques with a paragraph about her accomplishments. Afterwards, see the real plaque here:

<http://baseballhall.org/hof/manley-effa>. Let students compare the information in their paragraphs to the one on the plaque.

- *Determine the main idea of a text; recount the key details and explain how they support the main idea.*
- *Describe how the actions of civil rights leaders served as catalysts for social change.*

Jazz

Effa grew up in the 1920's listening to a new kind of music—jazz—and sneakers were all the rage. If someone were to write a biography about your life, what kind of music would be mentioned? What about a fashion trend? Draw an illustration of yourself like the one Don Tate created of Effa listening to jazz music. In the background, add some of your favorite things that are popular in today's culture.



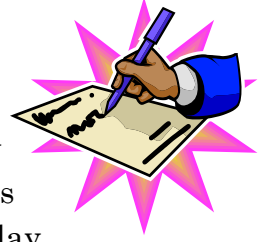
Go to www.teachertube.com and search for “Harlem Renaissance music – instrumental” to hear the kind of music Effa liked to dance to in the 1920's.

Learn how jazz paved the way for the Civil Rights movement here:

<http://www.d.umn.edu/cla/faculty/tbacig/studproj/is3099/jazzcult/20sjazz/race.html>

- *Use information gained from the illustrations and words in a print text to demonstrate understanding of setting.*
- *Participate in and listen to music from a variety of cultures and times.*
- *Describe the overall structure (e.g., cause/effect).*
- *Use symbols to create personal works of art.*
- *Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.*

Contracts role-play



Effa didn't think it was fair when Major League teams did not pay for players they recruited from the Negro League. To illustrate this unfair practice with students, students can do the following role-play activity:

1. Divide the class into two main groups representing Negro League and Major League teams.
2. Have one student serve as a scout who will recruit players.
3. Give each team an identical set of numbers, one number per student.
4. Choose one number at random. The two students (one per team) who have that number will act as team managers.
5. Have the team managers draw up "contracts"—one for each team. All players on each team should sign their team contract.
6. Now choose a second number at random. The students from each team with this number will pretend to be the best players.
7. Send the "scout" to talk to the best player on the major league team. The scout should talk with the manager and player and make an offer. When they agree on the price, the manager is paid and the player signs a new contract to play for the new team.
8. The scout repeats this with the Negro League player. The player agrees to go and play on the new team, but the manager of the Negro League team is not paid.

Afterwards, let student discuss or journal about how they felt during the role play.

- *Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.*
- *Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.*
- *Explain why core ethical values (such as respect and empathy) are important in the local and world community.*

Sensory Sports



Have students close their eyes and think of a sporting event. This might be a national team, a local club, students' own teams, or a school field day. Have them jot down some things they remember in a chart like the one below:

Sights	
Sounds	
Smells	
Tastes	
Textures	

Reread the following passage from the book: "There was nothing more thrilling than a ball game at Ruppert Field: the hot, sweet-and-salty summer smells; the crack of the bat; people in their finest clothes standing, a few at first, willing the ball to keep going; then everyone at once; the thunderous cheer—the roar echoing blocks away."

Now let students write their own descriptions of a sporting event. How many senses were they able to describe?

- *Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

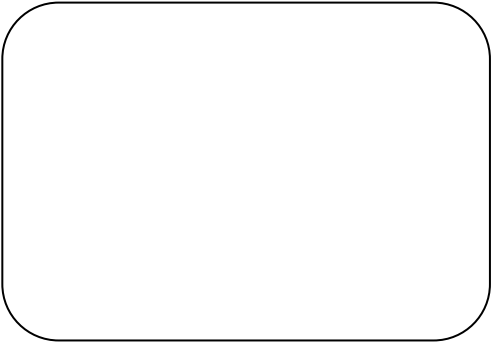
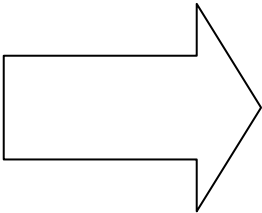
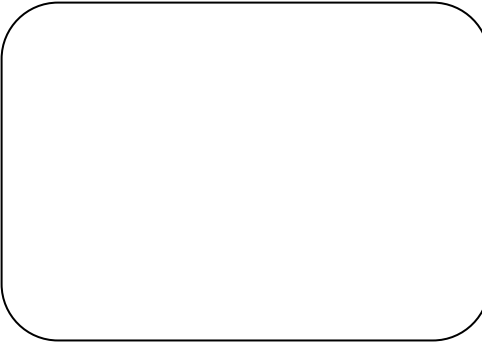
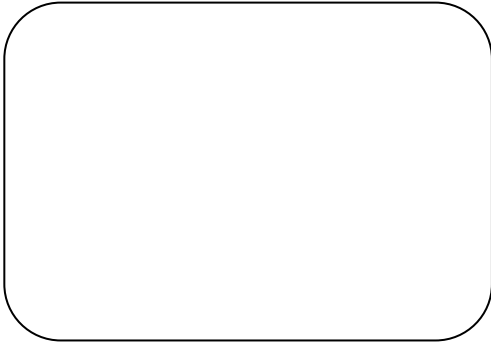
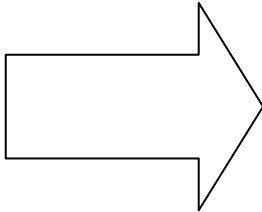
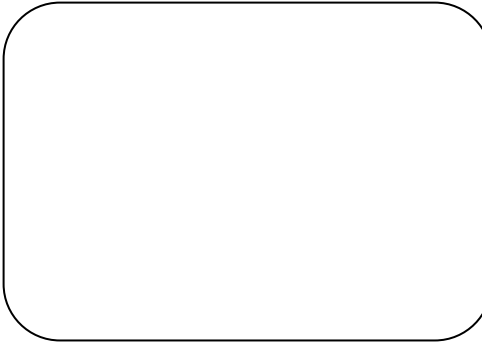
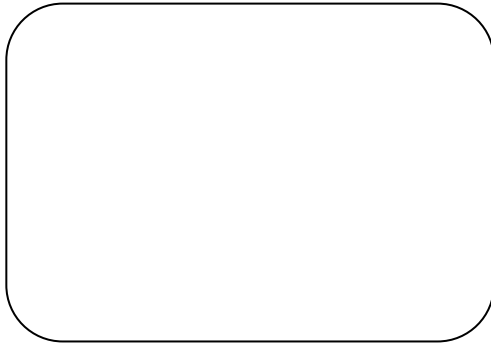
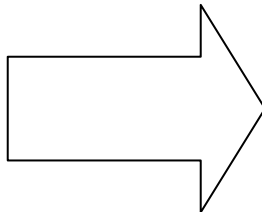
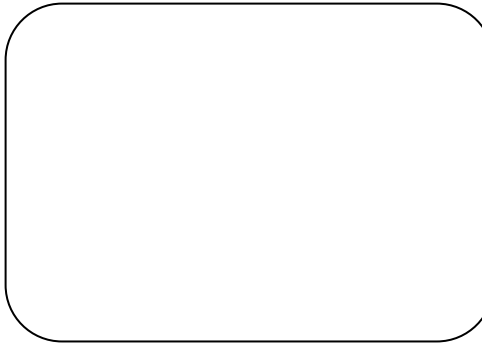

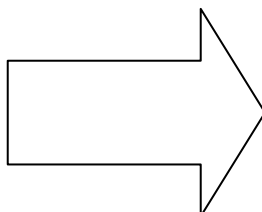

Cause and Effect

Using the graphic organizer on the following page, brainstorm a list of cause-and-effect events in the story. How many of these events would have happened without Effa?

Discuss how students might cause positive effects in their own lives.

- *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*
- *Describe the overall structure (e.g., cause/effect) of events in a text.*

Cause and Effect

Characterization

The author gives readers insight into Effa's character by showing what Effa was like. Select passages from the story and have students identify the character trait(s) they exemplify.

Example: In the scene where Effa is watching the 1946 final Negro World Series game, the text reads: "The best view was from the press box, but Effa sat in the stands, where the seats vibrated from foot-stomping excitement."

From this, students may conclude that Effa was down-to-earth. The passage also shows her love of the game.

- *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*
- *Describe how characters in a story respond to major events and challenges.*

Scrapbook



Effa kept a scrapbook of articles and pictures about baseball and her life. After her husband died, she looked through her scrapbook "to remind her of good times."

Have students refer to the text and illustrations to list items that were included in Effa's scrapbook. What details do the illustrations add?

Brainstorm other things Effa might have placed in her scrapbook.

Create a class scrapbook to record students' accomplishments in and outside of school during the year.

- *Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.*

Baseball Cards

Bring in baseball cards to show students, or show online samples by searching for baseball card images. Ask students to list the elements of a baseball card (photo, player's birthday, team name, position, game stats). Emphasize that baseball cards are a summary of the player's accomplishments, and only the most important facts can be included.

Have students create a baseball card featuring Effa. What information should be included? Create cards online for free at a site such as:

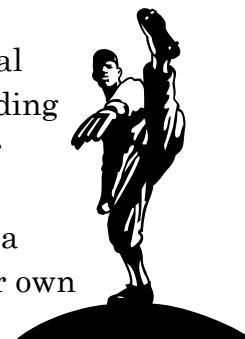
<http://www.apollostemplates.com/templates-sports/baseball-card-templates.asp>.

Cards can also be created for other historical figures.

- *Use precise language and domain-specific vocabulary to inform about or explain the topic.*

Play Ball!

In 1946, Effa's Newark Eagles beat the Kansas City Monarchs in the final Negro League World Series game. Reenact the game's excitement by holding a kickball or softball series. Limit it to your own class, or challenge other classes (or teacher teams!) to a school-wide series. Students can serve as team managers to keep track of the rosters and make sure everyone has a chance to play. In addition to final scores, let students keep track of their own stats (number of hits/kicks, bases earned/stolen, outs, etc.).



- *Perform movement skills with developmentally appropriate control in applied settings (i.e., games and sports).*
- *Demonstrate strategies that enable team members to achieve goals.*
- *Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.*
- *Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.*

The Power of Words



Effa wrote countless letters to the Baseball Hall of fame. What might her letters have said? Read the criteria for inducting a player into the Baseball Hall of Fame: <http://baseballhall.org/hall-famers>.

Choose one of Effa's players mentioned in the story and make a list of reasons why he should be included in the Baseball Hall of Fame. Now draft a class letter that Effa might have written about this player. Highlight persuasive language in the letter.

Now, have students brainstorm something they would like to have in their school (this might be an object, such as a piece of new playground equipment, or an event, such as an author visit or a special field trip). Using the graphic organizer on the following page, help students to organize their thoughts and write letters to the Parent-Teacher Organization at your school.

- *Provide reasons that are supported by facts and details.*
- *Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.*
- *Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*
- *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

Persuasive Writing Planner

Our goal:

Why we want to reach
this goal:

What we need in order
to reach our goal:

Ideas for how we can
accomplish our goal:

Remember...

Phrases such as, "I feel that..." or "I think..." can weaken your point.

Which is stronger?

"We feel that the students need new playground equipment."

or

"The students need new playground equipment."

An Interview with Author Audrey Vernick

1. How did you get the idea for *She Loved Baseball: The Effa Manley Story*?

I very rarely read all the papers my kids bring home from school. But for some reason, on one particular day, I found myself looking through my son's TIME FOR KIDS. Inside was a very short piece about someone named Effa Manley. It reported that the following summer, she was going to be the first woman ever inducted into the Baseball Hall of Fame. My reaction, looking back, was so strange--I was certain that TIME FOR KIDS was wrong. I felt absolutely certain that if a woman had been nominated to the Hall of Fame, I would have known about it.



Some quick online research showed that I was as wrong as could be. TIME FOR KIDS was right. And I was instantly and deeply curious about this woman.

2. Once the idea came to you, what happened next?

It felt like the best idea I'd ever found. I was nearly certain that every children's author was, that very minute, beginning to work on a picture book biography of Effa Manley. I sent a quick email to a baseball-loving editor I'd become friendly with and asked if the idea sounded as rich to her as it did to me. It did. (And yes, she was ultimately the one who acquired the book.)

After more online research, I read the only biography that existed at the time, by James Overmyer. I got in touch with the National Baseball Hall of Fame's A. Bartlett Giamatti Research Center, and scheduled a visit. Once there, I looked through files of clippings and photographs and viewed microfiche of Effa's own scrapbook.

I began to write. I wrote many drafts. They were all too long.

3. What was the hardest part about writing this book? The most rewarding?

I think the hardest part of writing a picture book about a rich, full life is boiling it down to 32 pages. Also, it was difficult to find a childhood incident to include, and I

thought that was a really important way to pull in a child reader, to interest him or her in a story that is, essentially, about challenges and accomplishments in the life of an adult they have never heard of. I was so happy when I stumbled upon an interview of Effa talking about something that had happened in first grade.

The most rewarding part is definitely bringing forth a story few know. Though this wasn't my intention when I was writing, I like that a person who reaches for a baseball book will also be exposed to so much more—civil rights, activism, a female pioneer in business, the fact that dogged determination often pays off, and that your efforts have value even if the goal is ultimately achieved posthumously.

4. How did the illustrations come about?

It took a very long time for HarperCollins to find the right illustrator for this project, and that they did. I am floored by the beauty of what Don created. Some of my favorite memories of working on this book came from questions Don asked—especially about uniform numbers. Tracking down Larry Doby's uniform number as an Eagle was next to impossible. Doby's own son didn't know the answer. Ultimately, I was helped out by a determined New Jersey librarian. I'm forever grateful.

5. This is your third published picture book. How did the writing/editing process differ this time around?

Obviously, the approach to a nonfiction book and a silly made-up book are very different. For the buffalo books, I sat at my kitchen counter, envisioning different scenarios for an earnest buffalo, cackling, and jotting them down.

Nonfiction books demand research and accuracy and like most nonfiction writers, I feel an almost paralyzing compulsion to get it right. Especially for the kinds of books I write--which tend to be biographies of people children might otherwise not read about--it seems vitally important to be perfectly accurate.

But when you boil a life story down to picture-book form, so much has to fall away. There's little difference in my mind between *finding* the core story and *deciding* what the core story IS. The writer makes decisions about what to leave in and what to leave out, and those affect the truth that goes out into the world. If I spend too long thinking about it, it could keep me from ever writing, because it feels like a huge responsibility.

Researching *She Loved Baseball* was interesting. And tricky. I had access to an audiotaped interview, which gave me lots of good insights and quotes, but I had a number of holes, especially regarding her childhood. I spent a day in the research library at the Baseball Hall of Fame, reading microfiche copies of Effa's scrapbook and files of articles. It was fantastic. There's no place like Cooperstown, NY.

In the end, I wrote *a lot*—the early drafts were much longer than the book you see. Together, my editor and I took turns hacking away at sections and sentences and phrases and words. When something hurt too much to cut, we put it back in. There was a lot of back and forth on this one. But I'm very happy with the book we created.

6. How did you know you wanted to become a writer?

In college, writing classes were the only ones that came easily to me. I was very surprised when my professors responded well to what I wrote. I am so grateful to them for treating me like I was a writer, because I think it gave me an inkling that I could be one.

7. Do you have a writing routine?

I am not a writer with daily discipline. I have two children and though they're not young anymore (the younger one is 11) I'm very mindful of the fact that they will only live in my home for a finite amount of time. College is only four years away for the oldest. I prefer to work on novels during the school year, when I can find large, uninterrupted blocks of time. But for my picture books, especially once a first draft is completed, I find it easy to work in whatever little bits of time I have.

My approach to writing has changed over the years. Except when a deadline forces the issue, I try not to work on a project when it's not flowing naturally. I've come to believe that there's something like unconscious marinating that happens in the nether-regions of my brain, and I like to give that the time it needs.

8. What advice do you have for young writers?

There are two things you need to do to become a good writer: read and write a lot.

The other "secret" that I didn't know when I was young is that first drafts are only the very beginning. Excellent writing emerges when you keep working on the same text over and over—through the revision process.

I have one last bit of advice that no one wants to hear. I wouldn't have wanted to hear it when I was a young writer. But here it is: publication does not have to be your immediate goal. Publication is not the only way to mark the success of a writer. If your writing entertains, or helps you understand a problem, or makes you happy, then that's successful writing, too.

9. When you aren't writing, what are some of your favorite things to do?

I'm an avid baseball fan. I can't play, but whenever the Yankees are playing, I'm watching or listening. I read a lot. I enjoy hanging out with my family. I take very long walks with my dog, Rookie, every day; almost all my writing ideas come to me on those walks or in the shower. I love the beach, and am so happy to live a short drive away.

10. If you could own your own baseball team, would you? If so, which team would you choose and why?

I would own the Yankees, for obvious reasons. Such as Derek Jeter. And Mariano Rivera. And Robinson Cano.

An Interview with Illustrator Don Tate

1. When did you begin to think of yourself as an artist?

I can't think of a time when I didn't think of myself as an artist. I've been drawing pictures since I was old enough to grip a pencil or crayon. I have pictures of my family today that I drew from as early as three years old. In grade school, I was considered the best "drawer" in class. In high school, I decided to pursue a career as a commercial artist.



2. How did you break into the illustrating profession?

For the most part, I'm a self-trained illustrator. I have a two-year degree in commercial and advertising art, but that didn't include many illustration classes. But I've always been an illustrator. With my first job out of college, I was hired as a production artist for a print house. I used a typesetter and created layouts. When customers needed logos and other graphics, I would illustrate them. They would look more like drawings with details than graphics. I broke into children's publishing when I accepted a job at an educational publishing company, designing educational aids—books, posters, teacher guides. There, I had the opportunity to work with outside illustrators. Because I could illustrate, the company also offered me freelance opportunities after hours.

3. What type of media do you like working with the most, and why?

I like variety, but now I mostly use acrylic paint. I like acrylic because it dries fast. My deadlines are tight, so I don't always have time for paint to dry for weeks on end, like with oil paint.

4. How long did it take to illustrate SHE LOVED BASEBALL: THE EFFA MANLEY STORY?

Somewhere around 8 months.

5. What was the most challenging about this project?

Most challenging was getting the historical details accurate. I'm not a baseball or sports person, so I kept making simple mistakes, like getting players' hand positions on baseball bats wrong. In the end, it was copy editors who had to tell me, "That's not how you hold a bat!" But there were so many other traps, too. Most of the photo reference I found was black and white photography. SHE LOVED BASEBALL is full color. What numbers did certain players wear on their uniforms? I couldn't just pick any number because it looked nice. What logo should be on the hat or uniform? Seemed like the Eagles had several different versions of logos used throughout the years. What did the stadium look like? Sports photographers took pictures of players, not stadiums.

6. What was the most rewarding aspect?

Effa Manley has been portrayed inaccurately in movies, sometimes even negatively. In one movie, she was portrayed as a team owner out to take advantage of her players, far from the truth. So it was important to me to portray Effa in a positive light as she deserves.

7. Did you collaborate with the author as you did the illustrations?

Audrey Vernick wrote SHE LOVED BASEBALL and sold her manuscript to HarperCollins. Her editor contacted me about creating the illustrations. Typically the author and illustrator do not collaborate on picture books. The author usually sees the art after the book is printed. But with email and Facebook and social networks, that's all changed. Audrey contacted me early on to offer any assistance and I was more than happy to bounce questions off of her when they arose. And I insisted that my editor share sketches and final paintings with her—she's the baseball aficionado, I'm not.

8. You have illustrated a number of books for children, each with a unique illustration style. How did you decide on a style for EFFA?

I've illustrated books using very realistic styles to very cartoony. Stylized, even digital. With Effa, my editor desired the style I used for the book SAY HEY! A SONG OF WILLIE MAYS (Hyperion, Jump At The Sun, 2000). I used a similar style, not too realistic, not too cartoony, in between.

9. Are any of the characters or aspects of the setting modeled on real-life people and places?

I found lots of reference, in books, on the internet, in movies. Some scenes were inspired by these sources. But for the most part, I created scenes based upon the text and my imagination.

10. Pablo Picasso once said, "All children are artists. The problem is how to remain an artist once he grows up." Do you agree?

Had you asked me this question a few years ago, I'd have agreed. What child doesn't like to draw? Well, my son doesn't. As much as I wish he shared a love of art and drawing with me (and his mom, because she's an artist too), he does not. We took an art class together when he was three, and he was more interested in the train that passed by the window at the same time. All children do have a gift, so I think it's important for parents to expose children to many things, help them discover their gifts, and encourage them to use them.

11. What do you like to do in your spare time?

What spare time? Eat. Sleep. I am a bit of a gym rat, so I love working out with weights, running, kick boxing, staying active.

12. You've now illustrated two children's books about baseball. Have you ever played baseball? Do you have a favorite team?

Again, I'm not a sports guy. When I was younger I'd get really embarrassed because people expected guys to know about sports -- who plays them, coaches them, who wins the finals...or tournament...or Superbowl-thing, or whatever. I was always the last guy to get picked for the team, and although I did play baseball, I always wished I could be at home drawing instead.