

Using "Raye of Light"
in the High School
History Classroom



As reported by Ben Hartnell
American & World History
Westerville North High School
Westerville, Ohio
Spring 2022





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WNHS' Black History Month contest leads to surprises for teachers, students

3/4/2022



Westerville North High School's Black History Month Door Contest led to some surprise exchanges and visits.

History teacher **Ben Hartnell** used the door and entrance of his classroom to honor **Jimmy Raye**, the first Black quarterback from the South to win a National Championship when he played for Michigan State in 1966. Raye was part of Coach **Duffy Daugherty's** "Underground Railroad," which recruited Black players from the South who were unable to play due to segregation. Michigan State's 1965 and 1966 teams were the first integrated teams in college football.

Veteran sports broadcaster **Jack Ebling** invited Hartnell to talk about his Black History Month display during Ebling's radio show, *The Drive with Jack*, which focuses on Michigan sports. During the segment, Raye joined the conversation to surprise Hartnell. (Listen to the interview [here](#).)

"It's quite an honor to witness what you've done with the display and... introducing students to the history of Michigan State football in the 60s and the Underground Railroad," Raye told Hartnell. "I'm thrilled and honored that you would do that."

Hartnell introduced his students to sportswriter **Tom Shanahan's** book about Raye, "Raye of Light: Jimmy Raye, Duffy Daugherty, the Integration of College Football and the 1965-66 Michigan State Spartans."

Raye and Shanahan will do a Zoom call with Hartnell's students once they finish the book.

Link to article: www.westerville.k12.oh.us/News/7779#prettyPhoto



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Civil rights football icon Jimmy Raye speaks to WNHS history classes

5/13/2022



Westerville North High School students got a glimpse of life during the racial segregation era after a recent virtual Q&A with **Jimmy Raye**, the first Black quarterback from the South to win a National Championship when he played for Michigan State in 1966.

Students in **Ben Hartnell's** history classes gathered in WNHS' auditorium to hear Raye share his life experiences, from growing up in segregated Fayetteville, North Carolina to off-field antics caused by teammate **Bubba Smith**. They were stunned when Raye talked about his recruiting trip to East Lansing that began on a segregated train and how he had been reluctant to enter the dining hall on campus, waiting to be tapped on the shoulder and told he wasn't allowed to be in there. Though it didn't happen, he was still nervous as he had never ordered from a menu before, further explaining how restaurants were very different in the South at that time.

Raye talked about the pressures of being a Black quarterback being so far from home and the usual stresses that come with college itself. He said his white teammates and white students on campus welcomed him on both the field and in the classroom at Michigan State. He praised Coach **Duffy Daugherty** for shielding him from outside negativity so he could focus on being a student and an athlete.

"When I played quarterback at Michigan State, I was the only starting quarterback in the Division I schools in the U.S., and I had been told constantly that I would never play quarterback because that was a position that was considered off basis for a black athlete," Raye said.

Raye was part of Coach Duffy Daugherty's "Underground Railroad," which recruited Black players from the South who were unable to play due to segregation. Michigan State's 1965 and 1966 teams were the first integrated teams in college football. Raye and the Spartans helped change the landscape of college football, including playing in the fabled "Game of the Century," a 10-10 tie with Notre Dame.

Link to article: www.westerville.k12.oh.us/News/7913#prettyPhoto



Dr. Ben Hartnell @President... · 2/3/22 ...
 Around the U.S., schools are decorating doors to celebrate #BlackHistoryMonth 🍌🍌.

There was no question what direction Room 135 was going to go.

✅ **Jimmy Raye**

@MSU_Football @Shanny4055
 @michiganstateu @Coach_mtucker
 @SpartanSports @SpartanCenterig
 @drivewithjack #HartnellHistory



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Spreaker From iHeart Sign up

***Jimmy Raye, Michigan State Football great surprises Columbus, Ohio school teacher, Ben Hartnell**



The Drive with Jack

🎵 ❤️ ↗️ 📺



Dr. Ben Hartnell @Presiden... · 2/21/22 ...
 So I just spoke to **Jimmy Raye** today while on @drivewithjack... and I'm still speechless. 😲

As a lifelong Spartan, graduate, and history teacher, I don't think I have to explain to everyone how utterly amazing this was.

Wow. Just wow.

@MSU_Football @michiganstateu
 @msualumni

Dr. Ben Hartnell @Presiden... · 4/26/22 ...
 Q&A w/ **Jimmy Raye!**

The full interview will be available on @Shanny4055's site, but here are some snippets!

We welcomed **Jimmy Raye** with a "GO GREEN!" from Columbus, OH!

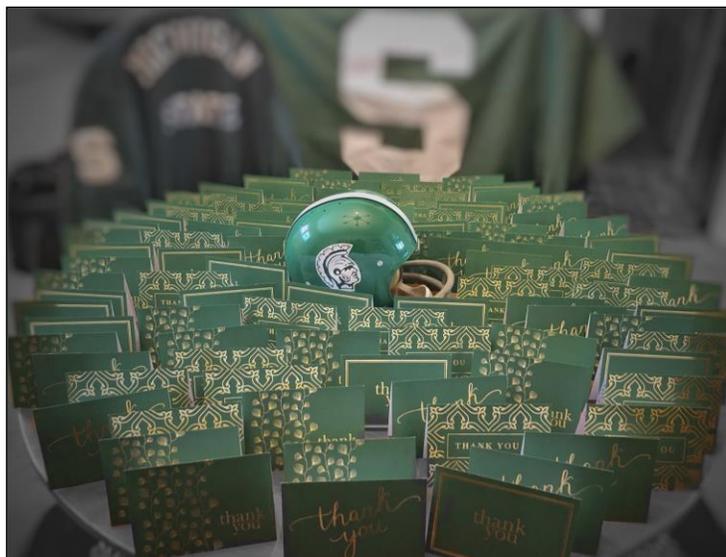
@MSU_Football @michiganstateu
 @Coach_mtucker @SpartanSports
 @SpartanCenterig @drivewithjack
 #HartnellHistory




Dr. Ben Hartnell @Presiden... · 4/26/22 ...
 Whoever said "never meet your heroes" obviously had the wrong heroes.

This morning, my students Zoomed with MSU icon **Jimmy Raye** and author Tom Shanahan!!!

@MSU_Football @Shanny4055
 @michiganstateu @Coach_mtucker
 @SpartanSports @SpartanCenterig
 @drivewithjack #HartnellHistory



Dr. Ben Hartnell @Presiden... · 5/2/22 ...
Jimmy Raye kept in touch with his family through letters & post cards. My students felt it would be fitting to thank him by doing the same.

Today, 94 cards were boxed up and mailed to Mr. **Raye**.

History is remembered when generations are connected.

@MSU_Football @Shanny4055



To teachers, administrators, counselors, coaches, athletic directors, and anyone hoping to use *Raye of Light* with students,

I learned about Jimmy Raye, Coach Duffy, and the integration of college football from my father, who went to Michigan State (Class of 1967) and was on campus at the same time as many of these players. Dad had so many great stories and spoke highly of what the school was doing to help change society. He was really proud of his Alma Mater for that. Michigan State's legacy and heavy involvement in the Civil Rights Movement is one of the reasons I wanted to go there myself. I was fortunate to fulfill that dream, attending State from 1996-2000 for my undergraduate and from 2000-2001 for my teacher's license.

When Tom Shanahan's book came out in the fall of 2014, I got a couple of copies for me and Dad for Christmas so we could read together. I would stop by the house, and we'd head out to his back porch and whittle away the hours. On occasion, he would fill me in with some stories and details from his time on campus - often with a big ear-to-ear grin on his face. He passed in 2018, and I miss reading with him but cherish those moments we had together.

In the spring of 2015, my school approved the use of department funds to purchase 60 copies of *Raye of Light* for my two honors classes to read (and keep). I wanted to use the book to help illustrate the power that athletes have when it comes to advocating change. My students examined the impact of sports and, specifically, what impact these games had on the advancement of the Civil Rights Movement of the 1950s, 1960s, and 1970s. Students left understanding that whether it was a conscious stand or unintentional advocacy, athletes and coaches used their role in sports to change the racial atmosphere in the U.S. They moved the country forward into a new way of thinking, but not without cost. These sports figures overcame countless obstacles and underwent much suffering to emerge as the "icons" they are today. Students read the book on their own time and completed a five-page reaction paper called "More Than a Game".

I did this project once again with my two honors classes in the spring of 2016. From 2017-2021, due to a change in the curriculum and the courses I was assigned as well as adopting a project-based approach (plus the pandemic), I no longer was able to offer the book to my classes as a whole. I still made it an option for students to read as one of their major unit projects. Some students did, but I felt like the book was too powerful to be tucked away as some sort of optional assignment.

Heading into the 2021-22 school year, I knew I wanted to bring the book back but to do so as an in-class activity and not an at-home assignment. I also knew the book didn't need to be reserved for only honors courses, so I elected to use it with my three non-honors 9th grade American History courses and one non-honors 10th grade World History course. I did not choose to use the book with my fifth class, an ESL World History course (although I am considering it for the 2022-23 school year).

I felt that in order for the book to "fit" and to "flow" with what the students were learning that I should introduce it in connection with the Civil Rights Movement in my 9th grade classes and with the Global Issues unit of my 10th grade class. I used a school-wide Black History Month door decorating contest to launch the book's use by putting up pictures of Jimmy Raye, Duffy, and the "Underground Railroad". It generated the kind of response I had hoped, and a few weeks after the unveiling, we began reading the book in class. As I had done before (even in the year's prior to reading the book), I wove Raye's story into my classroom discussions on Civil Rights and the role played by sports in helping further integration and foster change in American society - both then and today.

In early March, while discussing the use of the book with Jack Ebling, the host of a local radio show out of Lansing, I was surprised when Jimmy Raye joined the call. I still joke about stammering and being completely "blown away" by the opportunity to speak with a "living legend". After speaking with Raye, I was contacted by Tom Shanahan who said he could help set up a Zoom meeting. I jumped at the opportunity and had my history classes compile questions to send along to Raye.

On Tuesday, April 26th, my four history classes gathered in the school's auditorium and were treated to "Q&A with Jimmy Raye". For almost an hour, Raye shared his life experiences - from growing up in segregated Fayetteville, North Carolina to off-field antics caused by teammate Bubba Smith. Raye's story about his first recruiting trip to East Lansing stunned students. He explained how he had been reluctant to enter the dining hall on campus during that trip (that began on a segregated train) because he was waiting to be tapped on the shoulder and told he wasn't allowed to be in there. When that didn't happen, he said he was still nervous since he had never ordered from a menu before, further explaining how restaurants were very different in the South at that time. Raye addressed the pressures of being a black QB, being so far from home, and the usual stresses that come with college itself. He praised Coach Duffy for shielding

him from outside negativity so he could focus on being a student and an athlete. He said his white teammates and white students on campus welcomed him on both the field and in the classroom at Michigan State.

Raye touched on a dozen different topics, including social media and what he thinks might have happened if Twitter, TikTok, and Facebook had been around when he was playing. Raye laughed that, once again, the larger-than-life personality of Bubba Smith "probably would have gotten us all banned by Coach". He discussed the impact NIL (Name, Image, and Likeness) has had - and will continue to have - on sports and how such a program might have played out in the 1960s. Raye spoke about his favorite player growing up (Oscar Robertson) and currently (Patrick Mahomes), his favorite game in college (an 11-8 victory over Ohio State in a monsoon in Columbus), the Game of the Century, and the importance of minority hiring across all sports, especially in the NFL.

After Raye told the students that he kept in touch with his family by writing letters and postcards, my students thought it would be fitting to thank him in a similar fashion. A few days after our meeting, I boxed up 94 thank cards and mailed them to Raye.

Without a doubt, this was such a wonderful opportunity to bring history to life for my students by having the words on a page appear before their eyes. To be able to interact with a Civil Rights icon and to hear his stories first-hand makes it that much more real. These are real people who lived through real history. It's also how we preserve history. I talk all year long with my students about history being one big story. I have a story. They have a story. Jimmy Raye has a story. When you put these stories together, we create the story that is America. This was something they'll remember long after they leave my classroom.

The beauty of *Raye of Light* is it is written in such a way that it can be extended or shortened to meet the parameters of a unit and/or time constraints that teachers find themselves up against.

The following is a breakdown of how I used *Raye of Light* (specifically in the three 9th grade classes).

February 1st: I unveiled my Jimmy Raye-themed door for Black History Month. I used this as an opportunity to briefly introduce who he was and to introduce the book. While I didn't read anything to them at this time, I did explain how we would be using the book throughout the upcoming unit. I create my own units, so Unit #5 for me is one I call "The American Overhaul". This is an in-depth unit that contains a lot of "callbacks" to topics and discussions we have had as a class since school started in August. These topics revisit slavery, race relations, and early Civil Rights movements. When the month of February began, I was still in the middle of my 1940s/1950s unit on WWII and the Korean War/Early Cold War.

Day #1 (February 22nd): Introduce Unit #5: The American Overhaul. Lecture/discussion on "What is a revolution?" and the institution of slavery (1400s Portuguese) up to 1619.

Day #2: Lecture/discussion on institution of slavery from 1619 through Revolutionary America (including Articles of Confederation, Constitution, Northwest Ordinance), 1825 Seneca Village in Manhattan, First Industrial Revolution (cotton gin), and 1857 Dred Scott case. Much of this is a callback to what was covered in class in August.

Day #3: Lecture/discussion on Civil War (re-cap), Emancipation Proclamation, Juneteenth, Reconstruction Amendments (13th, 14th, 15th), Compromise of 1877, formation of KKK.

Day #4: Lecture/discussion on growth of KKK - connect to 1955 murder of Emmett Till, Jim Crow Laws (discuss why called Jim Crow), and examples of Jim Crow Laws (including several from North Carolina in prep for Jimmy Raye material).

Day #5: Lecture/discussion on 1921 Tulsa Race/Black Wall Street Massacre, 1931-32 Scottsboro Boys case, and 1932-1972 Tuskegee Experiment.

Day #6: Lecture/discussion on 1896 Plessy v. Ferguson case, formation of NAACP, 1954 Brown v. Board of Education of Topeka, 1955 Brown v. Board II, and 1957 Little Rock 9.

Day #7: Lecture/discussion on desegregating the military with callbacks to segregated units during Civil War (54th Massachusetts), American Indian Wars/Spanish-American War (Buffalo Soldiers), World War I (9th/10th Cavalry, 24th/25th Infantry), World War II (92nd Infantry, Red Tails), 1948 Executive Order 9981, and Korean War.

Day #8: Lecture/discussion on Claudette Colvin, Rosa Parks, and 1955-56 Montgomery Bus Boycott.

Day #9: Lecture/discussion on MLK, Jr. and his sources of Nonviolent Resistance (Thoreau, Randolph, Gandhi, Christ), Sit-ins and 1960 Greensboro, formation of SNCC and CORE, and "Freedom Rides".

Day #10: Lecture/discussion on desegregating sports (1947 Jackie Robinson, 1959 Duffy Daugherty, MSU's Underground Railroad, and 1965-1966 Jimmy Raye).

Day #11: RAYE OF LIGHT (ROL) Day 1 - Handed out numbered class-set copies of the book to students. Inside each book were four large, lined note cards. Students were instructed to write down their name and class period on the front of one card. This was repeated in the three other class periods reading the book. This created a "book group" of four students (one from each period). These cards served as a place for them to jot down their thoughts and questions as we read. Only their names were written on the first day. I read the book's FOREWORD to the class.

Foreword's questions:

1. Have you ever been excluded from an extra-curricular activity? What activity? Why were you excluded? How did it make you feel?

2. If you have never been excluded, put yourself in the shoes of someone that has been excluded. Why do you think they were excluded? How do you think it made them feel?

FOREWORD: By Tony Dungy

PAGE # How much of it did I read?

Page #XII --> Read all of it.

Page #XIII --> Read all of it.

Page #XIV --> Read all of it.

Day #12: ROL Day 2 - Students picked up their copies of the book on the way into class. I didn't follow the chapters in order as written; instead, having read it several times, I reorganized it and jumped around and read portions of certain chapters. I summarized the parts I didn't read out loud. Students were told to think about specific questions as I read the chapters and jotted down their thoughts on their card. Other classes were

told to respond to their "group's" thoughts or to reference page numbers to help them find answers to questions. This really served as a great tool for the students to "talk" across four different class periods without actually being in the same room. This especially helped the shy students to want to participate and share their thoughts.

** NOTE: The page numbers I mention match with the version of the book that has the cover with green at the bottom (and not brown). I have two different versions of the book, and they have different page numbers. The one I had the most copies of was the green version, so that's what I went with!*

Chapter 5's questions:

- 1. If you could be either Gideon Smith or Willie Thrower, which QB would you want to be? Why?*
- 2. Who do you think impacted the sport in a more profound way? Why?*

CHAPTER 5: MICHIGAN STATE'S EARLY PIONEERS

PAGE # How much of it did I read?

Page #56 --> Read all of it.
Page #57 --> Read all of it.
Page #58 --> Read the first and last paragraph (NOTE: When numbering the paragraphs, I counted those paragraphs that started on one page and continued on the next as their own paragraph.).
Page #59 --> Read all if it.
Page #60 --> Read the third through sixth paragraphs.
Page #61 --> Read the second through seventh paragraphs and the first sentence of the eighth paragraph.
Page #62 --> Read all of it.
Page #63 --> Read the first three paragraphs.
Page #64 --> Read the first six paragraphs.
Page #65 --> Read the seventh paragraph.
Page #66 --> Read the fourth through eighth paragraphs.
Page #67 --> Read the fourth through sixth paragraphs.
Page #68 --> Read all of it.

Day #13: "Music Day". Listen to the Top 10 songs of the 1960s. I play these songs and project the lyrics on the screen. Students listen and analyze the lyrics, beat, vocals, instruments,

length, and message. (I do this for every decade encompassing the years 1950-2019.)

Day #14: Lecture/discuss desegregating universities (Ross Barnett: 1962 James Meredith/Ole Miss Riots and 1963 "Game of Change" between Mississippi State and Loyola of Chicago at Jenison Fieldhouse; George Wallace: 1963 James Hood and Vivian Malone/University of Alabama).

Day #15: ROL Day 3 - Students picked up their copies of the book on the way into class. Today, I read Chapter 6.

Chapter 6's questions:

- 1. Have you ever had to do something that was right but was unpopular? How did it make you feel at the time vs. now? Why did you decide to still make that decision?*
- 2. Knowing what you know now, would you make the same decision if confronted with the scenario again today?*

CHAPTER 6: DUFFY AND HIS LEGACY

PAGE # How much of it do I read?

Page #69 --> Read all of it.
Page #70 --> Read all of it.
Page #71 --> Read the first two paragraphs.
Page #72 --> Read the last three paragraphs.
Page #73 --> Read all of it.
Page #74 --> Read the last three paragraphs.
Page #75 --> Read all of it except the last paragraph.
Page #76 --> Skip this page.
Page #77 --> Read the second through sixth paragraphs.
Page #78 --> Read the first two paragraphs.
Page #79 --> Read the third paragraph and last four paragraphs.
Page #80 --> Read all of it.

Day #16: Lecture/discuss 1963 "Project C" and "Bull" Connor, 1963 JFK's Civil Rights Bill, 1963 Medgar Evers' assassination, 1963 March on Washington, and 1963 16th Street Church Bombing and trial (including AG Bill Baxley).

Day #17: Lecture/discuss on LBJ and Civil Rights Act of 1964 (JFK's assassination is discussed in a separate part of this unit and not recorded here), "Freedom Summer" of 1964, 1965

Selma, Voting Rights Act of 1965, the 24th Amendment, and the Mississippi Freedom Democratic Party.

Day #18: ROL Day 4 - Students picked up their copies of the book on the way into class. Today, I read Chapter 7.

Chapter 7's questions:

- 1. If social media had been around when Bubba Smith played at Michigan State during the 1960s, what kind of accounts do you think he would he have had (Twitter, TikTok, etc.)? Why?*
- 2. Knowing what you know about Coach Duffy, how do you think he would have handled his players and social media accounts?*
- 3. Do you think college athletes and coaches should have (and use) social media accounts? Why?*

CHAPTER 7: BUBBA

PAGE # How much of it do I read?

- Page #82 --> Read the opening quote just below the word "Bubba".
Page #83 --> [Picture]
Page #84 --> Read all of it.
Page #85 --> Read the first, second, third, and seventh paragraphs.
Page #86 --> Read all of it.
Page #87 --> Read the first six paragraphs.
Page #88 --> Skip this page.
Page #89 --> Read the last three paragraphs.
Page #90 --> Read the first five paragraphs.
Page #91 --> Read all of it.
Page #92 --> Read the first three paragraphs.
Page #93 --> Read the first paragraph.
Page #94 --> Read the last three paragraphs.

Day #19: ROL Day 5 - Students picked up their copies of the book on the way into class. Today, I read Chapters 8 and 9.

Chapter 8 and 9's questions:

- 1. With what we've discussed about how the Civil Rights Movement worked to end public segregation - coupled with what you've read thus far about the role Michigan State had in helping to integrate college football and what you know about social media - should there be an expectation for athletes to use their platforms today to address social injustices? Why?*

2. From Colin Kaepernick to LeBron James - is it fair to the athletes? What positives and negatives can come from doing such?

CHAPTER 8: THE MISSING HEISMAN

PAGE # How much of it do I read?

Page #95 --> Read the first paragraph below the opening quote.
Page #96 --> Read the fifth and seventh paragraphs.
Page #97 --> [Picture]
Page #98 --> Read the third, fourth, fifth, and last paragraphs.
Page #99 --> Read the first paragraph.
Page #100 --> Skip this page.
Page #101 --> Skip this page.
Page #102 --> Skip this page.
Page #103 --> Read the third, fourth, and fifth paragraphs.
Page #104 --> Read the fifth paragraph.
Page #105 --> Read the first, third, fourth, and fifth paragraphs.
Page #106 --> Read the fourth and fifth paragraphs.
Page #107 --> Skip this page.
Page #108 --> Skip this page.

CHAPTER 9: THE HURDLER

PAGE # How much of it do I read?

Page #109 --> Read the first and second paragraphs below the opening quote.
Page #110 --> Skip this page.
Page #111 --> Skip this page.
Page #112 --> Read the last four paragraphs.
Page #113 --> Read all of it.
Page #114 --> Skip this page.
Page #115 --> Skip this page.
Page #116 --> Skip this page.
Page #117 --> Read the sixth, seventh, and eighth paragraphs.
Page #118 --> Read the first five paragraphs.
Page #119 --> Skip this page.
Page #120 --> Skip this page.

Day #20: Lecture/discuss on the Watts Riot in LA in 1965 and the 12th Street Riot in Detroit in 1967, and Malcom X (life, pilgrimage, assassination).

Day #21: ROL Day 6 - Students picked up their copies of the book on the way into class. Today, I read Chapters 11 and 18.

Chapter 11 and 18's questions:

- 1. What was the most exciting sporting event you have ever played in, witnessed in person, or watched on TV?*
- 2. What do you remember about the event (game itself, specific play, food, environment, fans, etc.)?*

CHAPTER 11: THE PASSENGERS

PAGE # How much of it do I read?

Page #133 --> Read all of it.
Page #134 --> Read all of it.
Page #135 --> Read all of it.
Page #136 --> Read all of it.
Page #137 --> Read the eighth paragraph.
Page #138 --> Skip this page.
Page #139 --> Skip this page.
Page #140 --> Skip this page.
Page #141 --> Skip this page.
Page #142 --> Read all of it except the last paragraph.
Page #143 --> Skip this page.

CHAPTER 18: LAST VESTIGES OF THE UNDERGROUND RAILROAD

PAGE # How much of it do I read?

Page #217 --> Read all of it.
Page #218 --> Read the first paragraph.
Page #219 --> Read the last paragraph.
Page #220 --> Read all of it.
Page #221 --> Read all of it.
Page #222 --> Read all of it except the last paragraph.
Page #223 --> Skip this page.
Page #224 --> Skip this page.
Page #225 --> Skip this page.
Page #226 --> Skip this page.
Page #227 --> Skip this page.
Page #228 --> Skip this page.
Page #229 --> Skip this page.

Day #22: Lecture/discuss Stokely Carmichael and "Black Power", Black Panthers, 1968 Summer Olympics in Mexico, Vietnam (in terms of black casualties vs. white casualties), and assassination of MLK, Jr.

Day #23: ROL Day 7 - Students picked up their copies of the book on the way into class. Today, I read Chapters 1 and 3.

Chapter 1 and 3's questions:

- 1. What are the biggest issues pressing sports today?*
- 2. Are these issues also apparent in society?*
- 3. If history can be an indicator, what role do sports play in addressing and helping resolve such societal issues?*

CHAPTER 1: MICHIGAN STATE'S UNDERGROUND RAILROAD

PAGE # How much of it do I read?

Page #1 --> Read all of it.
Page #2 --> Read all of it.
Page #3 --> Read the first four paragraphs and the last sentence of the eighth paragraph.
Page #4 --> Read all of it.
Page #5 --> Read all of it but stop after the first sentence of the seventh paragraph.
Page #6 --> Skip this page.
Page #7 --> Skip this page.
Page #8 --> Skip this page.
Page #9 --> Read all of it.
Page #10 --> Read all of it.
Page #11 --> Read the first paragraph.
Page #12 --> Skip this page.
Page #13 --> Read the fourth through seventh paragraphs.
Page #14 --> Read the first three paragraphs.
Page #15 --> Read all of it.

CHAPTER 3: SEABROOK AND E.E. SMITH

PAGE # How much of it do I read?

Page #29 --> Read all of it.
Page #30 --> Skip this page.
Page #31 --> Read the fourth through seventh paragraphs.
Page #32 --> Read the ninth paragraph.
Page #33 --> Read the last paragraph.
Page #34 --> Read the first paragraph.
Page #35 --> Read the last paragraph.
Page #36 --> Read the first three and last paragraphs.
Page #37 --> Read all of it.

Page #38 --> Read the first two paragraphs.
Page #39 --> Read the sixth, seven, and eighth paragraphs.
Page #40 --> Read the fifth through eighth paragraphs.
Page #41 --> Skip this page.
Page #42 --> Skip this page.

Day #24: Lecture/discuss Affirmative Action and 1978 Regents of the University of California v. Bakke, U.S. Presidential Elections of 2008 and 2012 (Barack Obama), U.S. Presidential Election of 2020 (Kamala Harris), 2022 Ketanji Brown Jackson and U.S. Supreme Court.

Day #25: ROL Day 8 - Students picked up their copies of the book on the way into class. Today, I read Chapter 2.

Chapter 2's question:

1. If you could sit down with Jimmy Raye, what 3 questions would you ask him? (These can be about him, Coach Duffy, his teammates, MSU, football, his opinion on Civil Rights, or his opinion on sports-related topics.)

CHAPTER 2: JIMMY RAYE DAY

PAGE # How much of it do I read?

Page #16 --> Read all of it.
Page #17 --> Read all of it.
Page #18 --> Read the paragraph below the picture.
Page #19 --> Read all of it.
Page #20 --> Read all of it.
Page #21 --> Read all of it.
Page #22 --> Read all of it.
Page #23 --> Read all of it.
Page #24 --> Read all of it.
Page #25 --> Read all of it.
Page #26 --> Read all of it.
Page #27 --> Read all of it.
Page #28 --> Read all of it.

Day #26: Lecture/discuss 1985 MOVE of Philadelphia and satchel bombing.

Day #27: Lecture/discuss 1991 Rodney King and 1992 LA Riots.

Day #28: Lecture/discuss 2013-14 formation of Black Lives Matter after Trayvon Martin, Michael Brown, and Eric Garner, and 2020 George Floyd.

Day #29: Lecture/discuss future of race relations, BLM, and Civil Rights Movement.

Day #30 (April 26th): ROL Day 9 - Q&A with Jimmy Raye!

Day #31: ROL Day 10 - Write thank you cards for Jimmy Raye.

Students received completion/participation points for their note cards, but that's not necessary. You could supplement a paper or separate research along the way as well. I offered the book up for any student who wanted to read it cover-to-cover, and several took advantage of the offer.

All-in-all, it's a remarkable learning tool that really helped my students make connections between the not-so-long-ago past (a Shanahan quote that I love) and today. In fact, one of my students who plays football was on a recruiting trip to State in early June. He said while on campus they asked him if he knew who Bubba Smith was. The student impressed them with all that he knew about Bubba, Jimmy, Duffy, and the "Underground Railroad" - all because we read the book in class! How cool is that?

I'm more than happy to elaborate on any of what I did with the book and/or help others get started. Just let me know!

E-mail: benhartnell@yahoo.com

Twitter: @PresidentBeard

GO GREEN!

Ben Hartnell