

A TEACHER'S GUIDE TO
THE
WILLIAM HOY
STORY

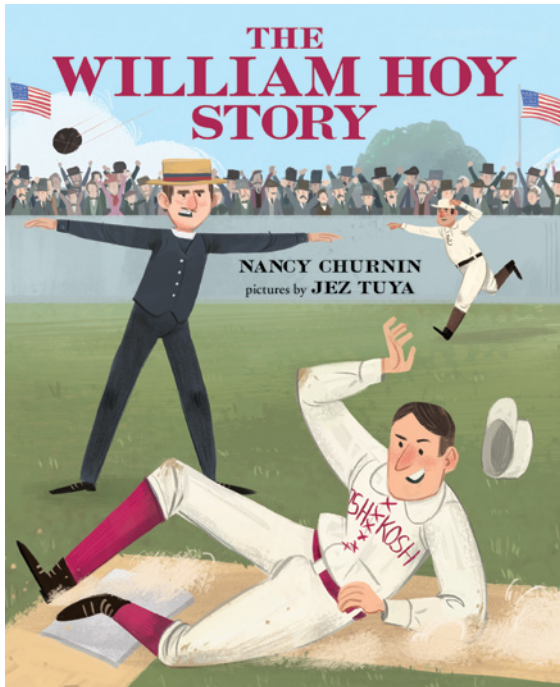


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ABOUT THE WILLIAM HOY STORY



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All William Ellsworth Hoy wanted was to play baseball. After losing out on a spot on the local deaf team, William practiced even harder and eventually earned a position on a professional team. But his struggle was far from over. In addition to the prejudice William faced, he could not hear the umpires' calls. One day he asked an umpire to use hand signals to indicate strike, ball, and out. That day, he not only got on base but also changed the way the game was played forever. William "Dummy" Hoy became one of the greatest and most beloved players of his time!

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ABOUT NANCY CHURNIN

Nancy Churnin is the theater critic for the *Dallas Morning News*. Find her online on Facebook and Twitter and at www.nancychurnin.com, where you can contact her about arranging a visit to your classroom or library.

ABOUT JEZ TUYA

Jez Tuya is a self-taught illustrator who grew up in the Philippines. He lives in New Zealand.

ABOUT KRISTIE SMITH

Kristie Smith has been an educator for over thirty years. She has worked with children from grades K–8 in general education and English as a Second Language. For the past fourteen years, she has been a teacher for the blind and visually impaired. She lives in the Dallas area.



USING THE WILLIAM HOY STORY IN YOUR CLASSROOM

William Hoy's remarkable story—plus America's love of baseball—is a great way to talk to your students about prejudice, disability, and perseverance. The discussion points and extension activities below help keep the conversation going. Start by assigning your students a journal to record the activities.

CLASSROOM ACTIVITIES

- Ask students what they know about people who are deaf. What does it mean to be deaf? Ask students to brainstorm their answers in their journal.

For students who are deaf, ask them what it means to have hearing. Is it better than being deaf? Worse? Neither?

- In William Hoy's time, those who were deaf or disabled had few opportunities to live and work independently. William was trained to repair shoes, and his family expected him to live at home so they could take care of him. His determination to play ball and travel across the country where most people didn't use sign language was all the more extraordinary.

The Americans with Disabilities Act was passed in 1990. Discuss with students how this legislation changed the lives of people who are deaf or who face other challenges. Have students give five examples in their school or community.

- William Hoy was nicknamed "Dummy" Hoy. During Hoy's time, the word "dumb" often meant *mute* or *silent* and people who couldn't hear or couldn't speak were commonly called *Dummy*.

Have students share their thoughts about that word. How is it used today? How would they feel to be called Dummy?

- Have students identify times in the book when William Hoy was made fun of for being deaf. During one of the major league games, the pitcher played a cruel trick on William. How did William handle the situation? How should it have been handled? Ask students to write in their journals about a time when someone made fun of them. How did they handle the situation?

- Explain to students that William Hoy was one of baseball's first deaf players and that he used hand signals during the game. Hoy once asked the umpire to put up his right hand to indicate a strike and his left hand for a ball.

Watch the following video and see how many letters students can sign with a partner after watching the demonstration. <http://bit.ly/1bTOWy2>



- William Hoy has been inducted into several Halls of Fame, but not the National Baseball Hall of Fame in Cooperstown, New York. Have students write two paragraphs with reasons why William Hoy should be inducted into the Hall of Fame. The next vote happens in 2018. You can mail your letters of support to:
National Baseball Hall of Fame and Museum
25 Main Street
Cooperstown, NY 13326

- Have students create their own illustrations of six important points in William Hoy's story in their journals. (For example, they can illustrate William as a boy throwing a ball against a barn wall marked with an X.)

- Create a classroom hand wave. In his or her journal, each student can trace around his or her hand with a pencil, cut it out, and give William Hoy, or students in your classroom, big waves of congratulations on his accomplishments and records.

- Play Vocabulary Baseball. Select words from the story that children may have difficulty understanding, like *signal*, *practice*, *cobbler*, *sign language*, *applaud*, and *pitch*. Ask students to define those words on index cards, then collect and shuffle the cards.

Next, create a baseball diamond of three bases and home plate in the room or an outdoor space,

and divide the students into two teams. Designate a pitcher on one team and a batter on the other.

To play the game, the pitcher will take a card and call out a definition to the batter at home plate. If the batter answers correctly, he or she will advance to first base, then to second, third, and home, as other batters answer correctly and move around the bases. Team members may assist one another when answering questions.

When three players on the batting team incorrectly answer questions, or "strike out," the players switch sides. A new pitcher is chosen and the other team is up to bat. Teams score points only when a player crosses home plate. The game can run for nine innings or for what time allows.

- Have students research other sports figures with a disability. The football player Emeka Nnaka or the baseball player Curtis Pride are good examples.

- Helen Keller, who was both deaf and blind, is another person who overcame many obstacles. Have students research Helen Keller and write about a few examples of her many accomplishments.



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