

LESSONS FROM THE LIFE OF JOE GARCIA KAPP

- Organizing Questions**
- What makes the life of Joe Garcia Kapp significant?
 - What role do monuments and names play in marking a community and its values?
 - How does your community recognize local heroes and those who have contributed positively to the area?
- Summary**
- Joe Garcia Kapp was one of the first Latino football players to become a national star. He excelled in many areas and took pride in his identity as a Mexican American at a time when it was difficult and even risky to do so. Kapp never forgot his humble roots and gave back to his community throughout his life.
- In this lesson, students analyze Joe Garcia Kapp’s life and legacy as an example of a Chicano/Latino leader who gave back to his community. They then examine who their community has commemorated through monuments and names and profile a local community leader. This lesson can be used in many courses, including U.S. history, English language arts, ethnic studies, and Chicano/Latino Studies.
- Objectives**
- During and after completing this lesson, students will
- gain an understanding of the accomplishments of Joe Garcia Kapp and his importance for the Chicano/Latino community;
 - analyze and write about Joe Garcia Kapp’s life, leadership philosophy, achievements, and legacy;
 - understand the role of monuments and names in reflecting a community’s values and history; and
 - identify and recognize people who lived in their local area who have contributed positively to the community.
- Materials**
- Handout 1, *Letter from Joe Garcia Kapp’s Son and Family*, 30 copies
Handout 2, *Analyze Images of Joe Garcia Kapp*, 30 copies
Handout 3, *Review of Mexican Americans in U.S. History Textbook*, 30 copies
Handout 4, *Write About Joe Garcia Kapp’s Life*, 30 copies
Handout 5, *Commemorate a Local Hero*, 6 copies
Handout 6, *Review of Magazine Covers*, 30 copies
Teacher Information, *Key Terms*
Display, *Images of Joe Garcia Kapp (in separate PDF)*
- Equipment**
- Computer with Internet access
Computer projector and screen

Teacher Preparation	<p>Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.</p> <ol style="list-style-type: none">1. Make the appropriate number of copies of handouts.2. Set up and test your class computer and projector before starting the lesson.3. Become familiar with the content of the handouts.4. Review Teacher Information, <i>Key Terms</i>, so you can explain these terms to students who aren't familiar with them. Alternatively, make copies of the sheet to distribute to students at the beginning of the lesson.5. Ensure at least six copies (and preferably more) of a textbook that covers U.S. history beginning in the year 1900 are available in the classroom for students to consult on Day One. (<i>Suggested but not required</i>)
Time	Two 50-minute class periods, plus homework
Procedures Before Day One	<ol style="list-style-type: none">1. Explain to students that they will be learning about the life and legacy of Joe Garcia Kapp and how his hometown decided to commemorate him.2. Distribute one copy of Handout 1, <i>Letter from Joe Garcia Kapp's Son and Family</i>, to each student. Ask students to read the handout as homework before the next class session.
Day One	<ol style="list-style-type: none">1. Inform students that they will be learning about the life and impact of Joe Garcia Kapp over the next two class periods.2. Distribute one copy of Handout 2, <i>Analyze Images of Joe Garcia Kapp</i>, to each student. Inform students that they will have three minutes to write their observations for each image they see.3. Display the four images in the <i>Images of Joe Garcia Kapp</i> PDF to the class. Allow students three minutes per image to write their observations on Handout 2.4. After you display all four images, lead a class discussion based on the following questions:<ul style="list-style-type: none">• What did Kapp's son highlight as significant about his father's life in the letter he wrote?• In what ways did the images you saw reflect the letter?• How did the four images deepen your understanding of Joe Garcia Kapp's legacy?• After viewing these images, what do you still wonder about Kapp and his legacy? <p>You can find more information on these images and others on the Joe Garcia Kapp website, curated by Dr. Ignacio Ornelas.</p>

5. Organize students into groups of five students each. Distribute one copy of Handout 3, *Review of Mexican Americans in U.S. History Textbook*, to each student. Ask students to refer to a U.S. history textbook that covers the period after 1900 to complete the assignment. Ideally each student should have their own textbook to reference. If you have fewer textbooks, distribute at least one textbook to each group.
6. Allow students 15 minutes to complete the handout in groups.
7. Lead a class discussion around the following questions:
 - Who decides whom to highlight in textbooks?
 - How does ethnic studies affect this?
 - Why are certain people recognized in certain communities, but not other people? What patterns do you see?
8. Distribute Handout 4, *Write About Joe Garcia Kapp's Life*, to the class. Ask them to complete the handout for homework and submit their opinion article before the next class period.

Day Two

1. Ask several students to read aloud the opinion articles they wrote in response to Handout 4, *Write About Joe Garcia Kapp's Life*. Collect student responses for evaluation.
2. Divide students into groups of five students each. Distribute one copy of Handout 5, *Commemorate a Local Hero*, to each group. Allow students 30 minutes to complete the task and upload their image to a shared slide deck.
3. Once done, distribute one copy of Handout 6, *Review of Magazine Covers*, to each student. Display each magazine cover image in turn and ask one person from the group that created the cover to provide a one-minute introduction to the person and why they chose them. After the introduction, allow the class two minutes to complete the table in the handout.
4. Continue until all groups have presented (about 18 minutes for six groups).
5. If needed, instruct students to complete Handout 6, *Review of Magazine Covers*, as homework. Provide students access to the slide deck so they can reference it when completing the handout at home.
6. Collect student responses to Handout 6 at the next class period.

Extension

1. After completing the above procedures, ask students to work in groups to plan a memorial to the local hero they highlighted on the magazine cover. Each group should answer the following questions:
 - What do you want people to know about this person?
 - Why should people who live in your community remember this person?
 - What form might the memorial take? What would the most appropriate place be for the memorial?

- Who might you talk to if you wanted to get more information about this person and their contribution to your community?
2. As a capstone project, assign students to design this memorial and present it to the class. They could also interview members of their community to learn more about this local hero.

LETTER FROM JOE GARCIA KAPP'S SON AND FAMILY

Greetings!

The Joe Garcia Kapp Family is extremely proud that you will study our father's history and philosophy. It is truly an honor well beyond our imaginations.

We want to summarize why we think his life's work is unique and inspirational so that you will learn about the man ... but more importantly the essence of leadership, teamwork, and all-out effort.

Salud!

J.J. Kapp & Joe Garcia Kapp Family

My father always stressed leadership and toughness to me growing up. Those were values that were connected. He is a leader because he cares more about his family and his team than he cares about himself. I am not trying to say that you need to be a martyr to lead. It is understood that a person needs to maintain a reasonable semblance of self-preservation, but real leadership requires on-going self-sacrifice.

He loved a quote by Canadian poet Robert Service: "A promise made is a debt unpaid." He taught me to be loyal and tough by insisting that I follow through and by making decisions and sacrifices for the greater good, even if they are unpopular. For him, this often meant confrontation and sometimes even physical conflict. Most of my participation in confrontation and conflict involved defending people in court accused of serious crimes. The values he instilled steered me toward and prepared me for those courtroom fights.

After my siblings Emi, Will, and Gaby came along, my father added "smarter" to his ethos of leadership and toughness. His mantra to them was to be tougher and smarter. As it did with me, "tougher" meant you had to be willing to stand up for yourself and others who are not able to do so ... not only figuratively, but literally. He taught all of us how to box. "Smarter" means that you have to think about your actions because they have consequences.

If you do this, you are able to accept the consequences with no self-pity or regret. If you analyze what you are getting into in advance, you have put yourself in a position to move forward in life. I never once heard him express regret or second guess himself for suing the NFL even though it cost him his career and he did not receive one penny for his damages.

The courage, toughness, and leadership that he possessed innately and that he learned made him ideally suited for being a team leader and professional quarterback. It allowed him to get out of the housing project and get a college degree. It allowed him to have success at the highest level against some of the meanest and fiercest players in NFL history like Dick Butkus, Ray Nitschke, and Deacon Jones. But it also gave him the strength to take on the NFL and its illegal system when no other player was willing to do it. As we have seen over many years, the NFL is a whole lot more powerful than any one player no matter how mean and nasty that player is.

My father also coached differently. He wanted college players to think for themselves and to have fun. He took enormous criticism for his methods ... but by having all the players play a game called Grabazz, a form of rugby, as part of their regular practice routine, they were

in position to execute The Play in 1982. “The Play” is a nickname for the last-second, game-winning kickoff return for a touchdown that occurred during a college football game between the Stanford Cardinal and California Golden Bears. Cal’s players made this happen because they didn’t quit and Grabazz taught them where to be in relationship to each other to move forward down the field as a team while simultaneously legally lateraling the ball. In the case of The Play, five laterals were completed during a kickoff return, resulting in a touchdown with only four seconds remaining on the clock. So many times since then we have seen teams attempt laterals in desperation on kickoff returns only to see the team go haplessly backwards.

Joe Garcia Kapp is all about going forward ... from the Dust Bowl to the Super Bowl, he did it his own way. We don’t have to be star athletes or famous actors, but applying his lessons of leadership, toughness, and teamwork make us fundamentally sound in a highly competitive world where most good things are accomplished by teams of people working together.

ANALYZE IMAGES OF JOE GARCIA KAPP

Your teacher will display a series of four images depicting Joe Garcia Kapp at various stages of his life. When you see each image, you'll have three minutes to answer the questions below.

IMAGE 1

Time: 20 July 1970

Historical context: Cover of *Sports Illustrated*, the most popular U.S. sports magazine in 1970

MY OBSERVATIONS

What I see:
What I think this means:
What this makes me wonder:

IMAGE 2

Place and time: Santa Fe, New Mexico, 1938

Historical context: Kapp with his mother Florencia Eufracia Garcia standing in front of the house he was born in

MY OBSERVATIONS

What I see:
What I think this means:
What this makes me wonder:

handout 2

IMAGE 3

Place and time: Salinas, California, 1953

Historical context: Kapp with his high school basketball team. He later went to the University of California, Berkeley ("Cal") on a basketball scholarship.

MY OBSERVATIONS

What I see:
What I think this means:
What this makes me wonder:

IMAGE 4

Place and time: Memorial Stadium, Berkeley, California; plaque was placed in November 2018

Historical context: Plaque honoring Joe Garcia Kapp funded by members of Cal's 1959 Rose Bowl team

MY OBSERVATIONS

What I see:
What I think this means:
What this makes me wonder:

WRITE ABOUT JOE GARCIA KAPP'S LIFE

Review the following sources on Joe Garcia Kapp's life, then write an opinion article to accompany the dedication of Joe Garcia Kapp Athletic Field at El Sausal Middle School in Salinas, California.

Your opinion article should:

- consist of at least 400 words (around three paragraphs);
- clearly explain why Joe Garcia Kapp's life was consequential and why the athletic field at his former middle school should bear his name; and
- cite examples of his accomplishments and legacy from the sources below.

Your instructor will tell you how and when to submit your article for evaluation.

Sources:

1. Narrative summary of Joe Garcia Kapp's accomplishments, written by Joe's son J.J. Kapp (below)
2. Timeline of Joe Garcia Kapp's life (below)
3. Newspaper article announcing decision to dedicate field (*Monterey County Weekly*) (below)
4. [Joe Garcia Kapp website](#), curated by Dr. Ignacio Ornelas
5. Presentations at the Salinas Union High School District Board of Trustees meeting, 26 October 2021 ([YouTube video](#)): Dr. Ignacio Ornelas (24:42 to 30:05) and J.J. Kapp (30:05 to 33:07)

Narrative summary of Joe Garcia Kapp's accomplishments (written by J.J. Kapp)

Joe (Garcia) Kapp was nicknamed "The Toughest Chicano" by *Sports Illustrated* magazine after he quarterbacked the Minnesota Vikings to their first Super Bowl in 1970. The nickname was given and has stuck because of his ferocious style of play, competitive spirit, unmatched leadership, and enthusiastic pride in his Latino heritage. There was a long, hard journey that led up to that national fame, and the journey didn't stop there. Joe went on to take on the NFL and was the catalyst for vastly improved player movement rights and higher pay. He was the head coach at his alma mater University of California, Berkeley (Cal), where he was voted coach of the year and orchestrated "The Play," voted the greatest single play in the 150-year history of college football. Throughout his life Joe has always been devoted to community service and has never stopped giving and raising money for Latino causes. Most importantly, he is a lifelong family man and raised his kids with the core values he learned from his mother and his unprivileged upbringing.

Joe was born at the end of the Great Depression on March 19, 1938 in a small adobe house in Santa Fe, New Mexico. His mother was Florencia (Florence) Garcia, one of nine children. Her family was from rural New Mexico and was Mexican American. When she was age 12 her mother, father, brother, and sister died of food poisoning. Consequently, she was raised by other siblings and relatives until she married Robert Douglas "R.D." Kapp at age 17. R.D., age 19, was the son of German immigrants, some of the very few people in the area that were not of Mexican

American descent. R.D. spoke fluent Spanish, was very charming, and was a natural salesman. Unfortunately, his lifelong alcoholism effectively made Florence a single mother to five children.

Like so many people who lived in the “Dust Bowl” at the time, the Kapp family moved to California to survive. They arrived in 1940 and lived in San Fernando. Joe’s first language was Spanish and this was the language that was spoken in the home. But it was in San Fernando that his mother insisted that he attend an English-speaking school. As a new sister and brother came into the family, Joe’s mom was even more adamant that Spanish not be spoken outside the home. Florence wanted to protect her kids from discrimination and felt that speaking English gave them more opportunities.

The family moved to East Salinas in the Alisal District where Joe attended 4th through 10th grade. Two more sisters were born. The family lived in public housing across the street from the new junior high school, El Sausal. Joe’s mom also insisted that her children work hard in school. In addition to his schoolwork, Joe spent countless hours on the school fields and basketball courts, where he developed his physical abilities and leadership skills. Joe’s 7th grade teacher, Ms. Brunelli, inspired Joe to attend Cal by taking her class there on a field trip. After 10th grade and his first year at Salinas High School, the family moved to Newhall in rural Southern California.

Coach Al Lewis of Hart High School in Newhall was like a second father to Joe. Coach Lewis saw all of Joe’s potential and made Joe the quarterback on the football team. Joe also played basketball, baseball, and ran track in high school. He was named “All Southern California” in basketball and was awarded a scholarship to Cal for basketball.

Joe is the first person in his family to graduate from college, where he played both basketball and football. He made the most of his opportunities at Cal. In his senior year he was All American on the football team and led Cal to the Pacific Coast Conference Championship and the Rose Bowl. This is the last Cal team to compete in the Rose Bowl game.

In spite of all his collegiate success, Joe was not drafted until the last round of the 1959 NFL draft by the then-Washington Redskins. He did sign a contract with the Calgary Stampeders of the Canadian Football League (CFL). Years later he found out that the general manager of the Stampeders had made it known to NFL teams before the draft that Joe had signed with Calgary. This was not true but influenced his low draft selection.

Joe played for eight years in Canada with Calgary and the British Columbia (BC) Lions. He led the Lions to their first Grey Cup Championship in 1964. The Grey Cup is the national championship of Canada. His career in Canada was exceptional and he was inducted into the CFL Hall of Fame in 1984.

Of course, as an American, Joe always wanted to play in the NFL. In 1967 at the conclusion of his Lions contract he signed a contract with the Houston Oilers. The contract was voided by the NFL commissioner, who said Washington still owned his rights. The CFL suspended him. He had no team to play for or country to play in. He hired an attorney named John Cook who negotiated a contract for Joe to play for the Minnesota Vikings for three years.

In 1969, Joe’s third year as quarterback of the Vikings, he led them to the Super Bowl. He played most of the season with a fractured wrist and passed for a record-tying seven touchdown passes in one game. He was also voted league most valuable player by the National Football League Touchdown Club of Utica, New York. Joe was voted Most Valuable Viking by his teammates, but refused to accept the award because he believed that no one team member was more valuable

than the other. It was from this lifelong belief that he created the mantra “40 for 60”: ... the 40 men on the team [at that time] giving their best for 60 minutes.

After the Super Bowl and the completion of his three-year contract Joe asked for a raise. The Vikings offered the same contract, which Joe declined. He was then traded to the Boston Patriots and signed a three-year contract with them. At the time he was the highest paid player in the NFL.

Joe played for Boston in the 1970 season. After the season the NFL demanded that Joe sign something called the “standard player contract” in addition to the contract he already signed. The NFL standard player contract did not allow players to change teams even after their contract terms were completed. It meant that there was absolutely no free agency in 1970. Players could only change teams if team owners agreed. After being told where to play since 1959, and on the advice of his lawyer, Joe refused to sign the standard player contract. The NFL then kicked him out of the league. Joe sued the NFL but was not allowed to play while the lawsuit was pending. Joe and his lawyers argued that the standard player contract violated federal anti-trust laws that say it is illegal to restrain a person’s ability to work in their chosen profession.

In 1974 a federal district court judge found that the NFL standard player contract violated the Sherman Antitrust Act. Joe had won and was vindicated but a jury in 1976 awarded him no damages. His stand against this violation cost him the last three to five years of his career. The judge’s ruling in 1974 was the first successful challenge to the NFL standard player contract and was the catalyst for the free agency that exists in the sport today.

Joe is the only man to quarterback a team in the Rose Bowl, Canada’s Grey Cup, and The Super Bowl. He later coached the UC Berkeley Golden Bears to victory in a game won in the last four seconds on a five-lateral kickoff return. This amazing finish is now known simply as “The Play,” and has been voted the greatest single play in the 150-year history of college football. Joe was a unique coach who profoundly impacted many players, including people like Ron Rivera, who became a head coach in the NFL in 2011 and now [as of 2022] coaches the Washington Commanders.

Joe also had a significant acting career where he appeared in over 50 roles on television and feature films. He has always been willing to fight for a cause that is just. He worked with Cesar Chavez in support of farmworker rights. He is a lifelong fundraiser for organizations supporting the Latino community. Joe’s *Sí, se puede* (“Yes, we can!”) attitude has made him known as one of the toughest competitors and greatest team leaders in sports history.

Timeline of Joe Garcia Kapp's life

1938	Born in Santa Fe, New Mexico on March 19.
1954	Kapp is accepted to the University of California, Berkeley (Cal) on a basketball scholarship.
1956	Starts playing as quarterback for the Cal Golden Bears.
1958	Leads the Cal Golden Bears to the Pacific Coast Conference Championship and the Rose Bowl game. As of 2022, this is the last time that Cal played in the Rose Bowl.
1959	Selected by the Washington Redskins in the last round of the National Football League (NFL) Draft. The Redskins never offer him a contract, so he signs with the Calgary Stampeders of the Canadian Football League (CFL), after Calgary's general manager falsely told NFL teams before the draft that Kapp had already signed with Calgary, even though he had not.
1959–66	Kapp stars as quarterback for the Calgary Stampeders and BC Lions in the CFL.
1964	Wins the Grey Cup, the CFL's championship game, as quarterback of the BC Lions.
1967	Starts career in the NFL with Minnesota Vikings after his contract with the Houston Oilers is voided by the NFL Commissioner and the CFL suspends him.
1969	Leads iconic Minnesota Vikings 1969 team to Super Bowl IV and last NFL Championship.
1970	<i>Sports Illustrated</i> magazine writes three-part series on Kapp titled "The Toughest Chicano."
1970	Contract negotiations with Vikings break down after management offers the same contract as was offered in 1967. The Vikings trade Kapp to the Boston Patriots.
1971	Kapp is locked out of the NFL for challenging a contract he believed was illegal because it required the player to give up all rights to change teams even after honoring all contract terms. As a result, the NFL did not allow him to play. This marks the end of Kapp's football career. To resolve the dispute, Kapp sues the NFL for violating anti-trust law.
1972–82	Kapp switches careers to acting, appearing in over 50 roles in TV and film.
1974	Kapp wins a summary judgement against the NFL. The court rules that the player contract that Kapp had been required to sign violated the Sherman Antitrust Act.
1976	At the conclusion of the trial for damages, the jury awards no compensation to Kapp.
1977	NFL revises the rules that Kapp contested as part of his lawsuit, leading the way to greater player control over their careers, including the ability to change teams and receive higher pay.
1982–86	Serves as head coach of the Golden Bears football team. He is coach during "The Play," voted the most memorable play in the history of college football.
2018	Kapp establishes the Joe Garcia Kapp and Family Scholarship Endowment Fund for undergraduates of Latino descent attending Cal.
2019	<i>Joe Kapp, "The Toughest Chicano,"</i> a book about Kapp's life, is published.
2022	El Sausal Middle School in Salinas, California, honors Kapp by naming its athletic field for him.

Newspaper article announcing decision to dedicate field**El Sausal Middle School's athletic field will be named after former quarterback Joe Kapp**

By Celia Jiménez, *Monterey County Weekly* (mcweekly.com)

10 November 2021

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The El Sausal Middle School athletic field will be named after Joe Kapp, a former NFL quarterback and college football coach, who grew up in Salinas and attended that middle school.

The Salinas Union High School District board voted unanimously on Tuesday, Nov. 9 to rename the field as the Joe Garcia Kapp Athletic Field.

For years, Ignacio Ornelas Rodriguez, a historian and Salinas native who also attended El Sausal, has been pushing to name the field after Kapp ever since he found out they both walked the same hallways. In a previous interview with the *Weekly*, Ornelas said he would have loved to know about Kapp's Salinas connection as a student: "I would have been a much different student," Ornelas said. "I would have been inspired by his story."

Kapp grew up in East Salinas and was the first in his family to go to college. He went to UC Berkeley and played football for the Golden Bears in 1956. He also played professionally in Canada and in the NFL, bringing the Minnesota Vikings to their first Super Bowl in 1970.

Kapp was also a pioneer in free agency. Kapp sued the NFL, claiming violations of federal antitrust law which led to the league's practice of allowing players to solicit or negotiate contracts with any team.

Dozens of people backed the renaming of El Sausal's field, including Jose Gil, athletic director at Alisal High School; Simon Salinas, former Monterey County Supervisor and California State Assembly member; current Assemblymember Robert Rivas, D-Hollister; and Kapp's childhood friend, Everett Alvarez, for whom another school is named.

During an emotional speech, SUHSD board President Phillip Tabera said kids and teenagers need role models. He said of his time growing up in Salinas, "There were no schools, no city or county buildings, named after Mexican Americans."

Board member Sandra Ocampo said students at El Sausal should also learn about who Kapp is and what he accomplished.

After the motion passed, Ornelas felt excited. "People have great ideas, but you have to follow through," he says.

He hopes that in the future Kapp's family and the district can work on upgrading the facilities beyond the naming: "It is one of the largest spaces out there on the east side for recreation space."

The next steps include discussions with the district about the size and design of a new sign for the athletic field. Kapp's family will fund most of the sign and installation costs.

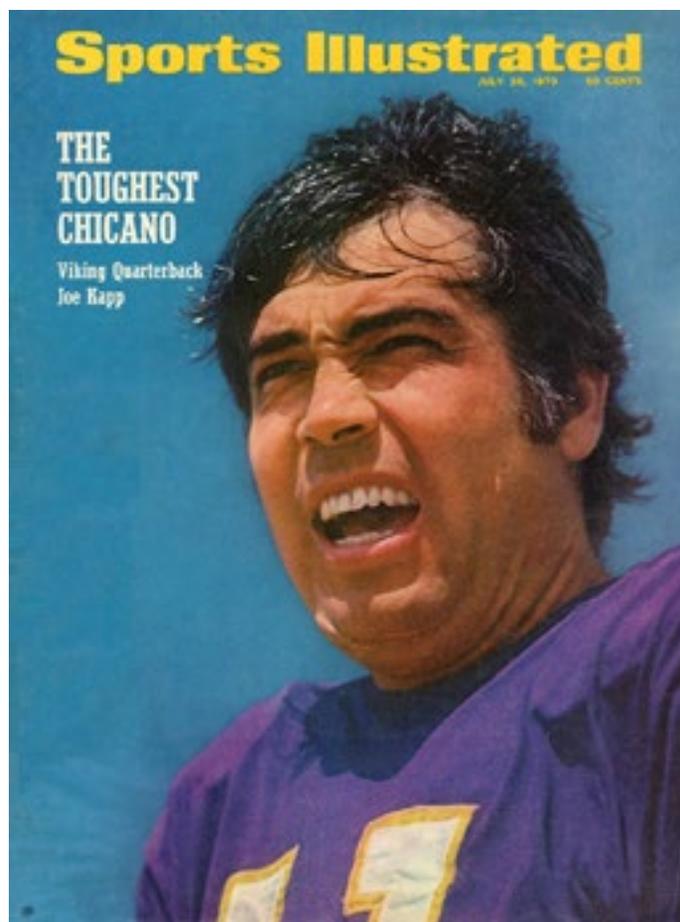
COMMEMORATE A LOCAL HERO

One of the most enduring images of Joe Garcia Kapp is the cover image of *Sports Illustrated* that you saw in the beginning of the lesson (also displayed below). This image is so powerful because it captures Kapp during the height of his career and uses a nickname—"The Toughest Chicano"—that communicates many of the characteristics most associated with his leadership: a willingness to take on challenges, pride in his heritage, and defense of what he believed was right.

As a group, design a magazine cover for a **local hero** who you believe should have more recognition. The cover should include:

- the name of the magazine;
- an image of the person; and
- a caption to explain the significance of the cover and why you believe this person should be celebrated as a local hero.

You have 30 minutes to complete this task. Once your image is done, add it to the class slide deck per your teacher's instructions.



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REVIEW OF MAGAZINE COVERS

Your teacher will now display the magazine covers your class created. As you view them, take notes in the table below on what aspects leave an impression on you. Once you are done, respond to the summary questions. Your teacher will collect your responses for assessment.

<i>Group</i>	<i>Name of person</i>	<i>Notes</i>
1		
2		
3		
4		
5		
6		

Summary questions

1. How many of the local heroes did you recognize? How surprising were your class's choices to you?

2. How, if at all, are these local heroes publicly remembered? Which physical reminders or monuments of them do you know of?

KEY TERMS

Listed in order of mention:

ethnic studies—the interdisciplinary study of race and ethnicity as understood through the perspectives of major underrepresented racial groups in the United States

Chicano/a—someone who is native of, or descends from, Mexico and who lives in the United States. The term became widely used during the Chicano Movement of the 1960s by many Mexican Americans to express a political stance founded on pride in a shared cultural, ethnic, and community identity.

Latino/a—someone who is native of, or descends from, a Latin American country. The term excludes those who were born in or descended from Spain.

ethnicity—the identification of a group based on a perceived cultural distinctiveness that makes the group into a “people.” Ethnic distinctions generally focus on cultural characteristics such as language, history, religion, and customs. This differs from the concept of race, which has typically been distinguished on the basis of physical characteristics, especially skin color.

alma mater—a school, college, or university at which one has studied and, usually, from which one has graduated

Great Depression—the worldwide economic downturn that began in 1929 and lasted until about 1939. It was the longest and most severe economic depression ever experienced by industrialized countries.

Dust Bowl—an area of Oklahoma, Kansas, and northern Texas and New Mexico affected by severe soil erosion caused by windstorms in the early 1930s, forcing many people to move

All American—an athlete honored as one of the best amateurs in their sport in the entire United States

free agency—a legal status that allows a professional athlete to negotiate an employment contract with the team of their choosing instead of being confined to one team

anti-trust law—any law that regulates the conduct and organization of businesses in order to promote competition and prevent unjustified monopolies

Sherman Antitrust Act—a federal U.S. law passed in 1890 that prohibits anticompetitive agreements and conduct that creates or attempts to create monopolies in a given market

lock out—a situation in which the management of a company denies employment to employees. In contrast to a strike, in which employees refuse to work, a lockout is initiated by employers or industry owners.

summary judgment—a judgment entered by a court for one party and against another party without a full trial

Everett Alvarez—childhood friend of Joe Garcia Kapp who was the first U.S. pilot shot down and detained during the Vietnam War. He subsequently survived one of the longest periods as a prisoner of war in U.S. history. Alvarez is recognized as a national hero and Everett Alvarez High School in Salinas, California, was named after him.