



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 6

Research: Close Read of Text 3 for Each Expert Group



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can use several sources to build my knowledge about a topic. (W.5.7)

I can explain what a text says using quotes from the text. (RI.5.1)

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

Supporting Learning Targets

- I can continue to build background knowledge about my athlete by using one of several sources.
- I can identify evidence from the text about how an athlete broke barriers and created a legacy.
- I can revise my opinion about an athlete's legacy based on evidence.

Ongoing Assessment

- Journals (gist statement, graphic organizer with revised opinion)
- Students' coded Text 3



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. First Read: Building Background Knowledge about My Athlete (15 minutes)B. Second Read: Identifying Evidence to Support an Opinion (15 minutes)C. Synthesizing: Chalk Talk (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Revising My Opinion Based on Evidence (15 minutes)4. Homework	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 2 and 4 of this unit. In expert groups, students read a third article about either Roberto Clemente or Althea Gibson to find additional evidence to support their opinion about the athlete's legacy. Note that again, the task cards are similar, but not identical, to previous lessons.• Students need teacher support to build their literacy skills. For most of work time, circulate to instruct one group at a time as the other groups work more independently. Review Work Time Parts A, B, and C in advance, to envision the flow of activities.• Students will not record a new opinion about their athlete in Lessons 4–7; rather, they will revise their opinions, reasons, and paraphrased evidence as they gain more knowledge about how their athlete broke barriers and created a legacy.• In Advance: Post the Roberto Clemente and Althea Gibson Chalk Talk charts (from Lesson 2), in different areas of the room, so students can add their ideas during Work Time B. Add another ring or outer circle to the chart (see supporting materials for an example.) Note that in this lesson students once again star (*) ideas they have encountered in previous texts, then they add new ideas to the charts in the outermost circle.• Review: Chalk Talk protocol (Appendix).



Lesson Vocabulary	Materials
<p>continue, build background knowledge, annotate, evidence, barriers, legacy, revise, opinion</p> <p>Vocabulary from the text (to be addressed more in Lesson 7): Althea Gibson group, based on “H.R. 4130” text: posthumously, cited, Act (1), prevented, denied (2), confer, accolade, commemoration (5)</p> <p>Roberto Clemente group, based on “Roberto Clemente: August 18, 1934—December 31, 1972” text: fair shake, overlooked, inducted, activism, humanitarian, inspiration, tribute (2), prestigious (3)</p>	<ul style="list-style-type: none">• Expert Groups chart• Student Journals• “H.R. 4130” article (one per each student in Althea Gibson expert groups)• “Roberto Clemente: August 18, 1934—December 31, 1972” article (one per each student in Roberto Clemente expert groups)• Features of Informational Text anchor chart (from Module 3A, Unit 2)• Expert Group Norms anchor chart (from Lesson 2)• Roberto Clemente: Identifying Evidence task card (new; one per group or per student studying Roberto Clemente)• Althea Gibson: Identifying Evidence task card (new; one per group or per student studying Althea Gibson)• Markers• Chalk Talk chart example (for teacher reference; added to from Lesson 4)• Roberto Clemente Chalk Talk chart (from Lesson 2)• Althea Gibson Chalk Talk chart (from Lesson 2)• Revising My Opinion task card (one per expert group)• Index cards (one per student for homework)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Direct each student to pair up with a student who is studying a different athlete from the one he or she is researching. (Students may join in a group of three is not an even number of students) Ask students to think about, then discuss with this partner:<ul style="list-style-type: none">* "In what ways has your athlete's legacy shaped our society?"• Invite several students to share out. Listen for ideas such as: "Althea Gibson's legacy shaped our society by 'paving the way' for future African American athletes and women in professional sports," "Roberto Clemente's legacy helped to create opportunities for other Latin American players," "He was famous for charitable works that have improved society," etc.• Tell the class: "You have read two articles about your athlete to help you build your background knowledge about how either Roberto Clemente or Althea Gibson broke barriers and created a legacy. Today, you will continue to build your understanding of how these unique individuals overcame life's challenges and helped to shape our society."• Remind students that they are reading to form an opinion about their athlete's legacy in order to write a letter to a publisher justifying why they believe a biography should be written about the athlete. The background knowledge they build, and the evidence they identify to support the opinion, will support their writing in the latter part of this unit.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.• Provide sentence stems (e.g., "My athlete's legacy shaped our society by changing _____.") for students who may have difficulty with language.• Post all questions asked to the class and the answers they provide for students to refer to throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. First Read: Building Background Knowledge about My Athlete (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their journals and join their expert groups (from Lessons 2 and 3). • Be sure all students have access to the article about their assigned athlete: “H.R. 4130” for students in expert groups studying Althea Gibson, or “Roberto Clemente: August 18, 1934—December 31, 1972” for students in expert groups studying Roberto Clemente. • Refer students to the Features of Informational Text anchor chart. Allow students a minute to scan for any new text features they notice in their articles. Invite several students to share whole group. Listen for: “The Althea Gibson article has H.R. 4130 and ‘A Bill,’” “Each sentence is numbered,” “Sections are titled ‘Section 1: short title,’ and ‘Sec. 2 findings,’ etc.” “There are sections about medals,” “The Roberto Clemente article starts with several quotes, and states his birth place, height, and weight,” or similar ideas. Add students’ ideas to the Features of Informational Text anchor chart. • Clarify for students that “H.R.” is an abbreviation for “House of Representatives,” which refers to our elected Congress members. The number 4130 indicates the number of the bill that has been written. A bill in this context is like a law. • Ask students to share out what they often do when they encounter a new text. Listen for: “Read for the gist.” • Review the learning target: “I can continue to build background knowledge about my athlete by using one of several sources.” Ask the class to recall and share the meaning of the word continue (keep on; persist; go on with). • Cold call several students to share out what they recall about the meaning of build background knowledge (learn about something new; learn facts and information about a topic I don’t know a lot about). • Ask students to think about then share the good strategy they have used for determining the gist of an article. Listen for: “Make annotations about the gist of individual sections, or chunks, as I read.” • Refer students to the Expert Group Norms anchor chart and ask them to briefly review these norms before they begin reading their new articles. <p><i>Roberto Clemente Groups: Read Independently</i></p> <ul style="list-style-type: none"> • Ask students studying Roberto Clemente to take 8 to 10 minutes to independently read their article. Ask them to make annotations about the gist for each paragraph of this article. 	<ul style="list-style-type: none"> • Provide sentence stems (e.g., “A text feature that is important in this text is _____.”) for students who may have difficulty with language. • Some students may need the passage read a second time to determine the gist. • Struggling writers may need to dictate their gist to a partner or teacher.



Work Time	Meeting Students' Needs
<p><i>Althea Gibson Groups: Read Aloud and Guided Practice</i></p> <ul style="list-style-type: none">• Bring together the groups studying Althea Gibson. Explain that because this text is difficult and written in an unfamiliar format, the first read will be aloud. Ask students to have their eyes on the text and read silently in their heads. Begin with the title, “H.R. 4130.” Pause at the end of each page for students to annotate for gist. <p><i>All Groups</i></p> <ul style="list-style-type: none">• After about 10 minutes of work time, prompt students from both groups to take 1 or 2 minutes to think about and discuss with their group members:<ul style="list-style-type: none">* “What is the gist of this article?”* “How did the athlete break barriers and create a legacy?”• Direct students to turn to a new page in their journals to record the gist of their article.• Cold call a few students to share what they have written. Listen for: “The Althea Gibson Excellence Act is a bill that was written to recognize Althea Gibson for her achievements and commitment to end discrimination in professional sports,” “Roberto Clemente did not receive the MVP award he deserved when he was living, but after his death he was honored with the Roberto Clemente Award, which recognized his sportsmanship and community activism,” and similar ideas.	



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Identifying Evidence to Support an Opinion (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: "I can identify evidence from the text about how an athlete broke barriers and created a legacy." Ask students to recall then share out the meaning of the words <i>evidence</i> (facts; specific details; information), <i>barriers</i> (obstacles; difficulties; ways to keep separate), and <i>legacy</i> (what people think about someone after their death; a person's influence on society after she or he is no longer living; a person's reputation). Remind students that during Lesson 2 they developed an opinion, then they revised the opinion in Lesson 4 based on key (repeated) and additional evidence they identified to help answer this question: <ul style="list-style-type: none"> * "How did my athlete break barriers and create a legacy?" Tell students that during this part of work time they will reread their article and mark evidence that supports and helps them to further refine the opinion they developed and revised in Lessons 2 and 4. Explain to students that as they read and learn more about their athlete they will encounter both familiar and new evidence that will affirm or help them to adjust the opinions they formed earlier. Today as students read, they should think about how the new evidence provides support for their opinion or how this evidence helps them to refine their opinion. Explain to students that they will have an opportunity to clarify and revise their opinions during Work Time C. Ask students to briefly review and discuss with their group: <ul style="list-style-type: none"> * "What opinion about your athlete did you write down on your graphic organizer during the previous lesson?" Tell students to keep this opinion in mind to help them focus as they read today: they should be looking for additional evidence that either confirms or causes them to revise their opinion. Distribute the Althea Gibson: Identifying Evidence task card to each group researching Althea Gibson. Read the steps aloud and clarify directions as necessary. <p>Althea Gibson Groups: Independently and Discuss Focus Questions</p> <ul style="list-style-type: none"> Give students 10 minutes to complete their task cards. 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>evidence</i> (a check mark), <i>barriers</i> (walls; blockade), and <i>legacy</i> (monuments; bridges with person's name). Strategically assign chunks of text to groups. Assign ones referencing more known events to students who may struggle more with grade-level text. Consider allowing students who struggle with reading to find only one piece of evidence instead of two.



Work Time (continued)	Meeting Students' Needs
<p>Roberto Clemente Groups: Read Aloud and Chunk the Text</p> <ul style="list-style-type: none">• First work with the students studying Roberto Clemente. Distribute the Roberto Clemente: Identifying Evidence task card to each group researching Roberto Clemente. Read the steps aloud and clarify directions as necessary. Reread the article aloud for group(s) of students who may struggle with this text. Pause after each paragraph and ask students to underline and text code evidence related to barriers and legacy as they follow along silently.• Direct students in the Roberto Clemente groups to take 3 or 4 minutes to discuss the evidence about barriers and legacy that they identified as well as the focus questions on their task card. As students studying Roberto Clemente discuss, move to support the students reading about Althea Gibson. <p>All Groups</p> <ul style="list-style-type: none">• After 10 minutes, refocus students whole group. Cold call members from each group to share out the evidence they identified to describe the barriers each athlete faced.• Listen for ideas similar to: “Althea Gibson faced racism and segregation, which prevented her from participating in tournaments sponsored by the United States Lawn Tennis Association,” “She faced prejudice,” or “Roberto Clemente was overlooked for awards he deserved,” “He could not get a ‘fair shake,’” etc.• Next, cold call members from each expert group to share out what they learned about their athlete’s legacy. Listen for ideas such as: “The Althea Gibson Excellence Act was written in 2012; she received a Congressional Gold Medal after her death,” “The Roberto Clemente Award was created to recognize his sportsmanship and community activism,” “The Sixth Street Bridge in Pittsburgh was renamed the Roberto Clemente Bridge,” “Roberto Clemente Day is on September 18 and is a league-wide effort to honor Roberto Clemente’s memory,” etc.• Remind students that one of the big ideas for this module is that “individuals are shaped by and can shape society.” Ask students to recall then share out what it means to <i>shape society</i> (change society for the better; affect society; influence society).	



Work Time (continued)	Meeting Students' Needs
<p>C. Synthesizing: Chalk Talk (10 minutes)</p> <ul style="list-style-type: none"> Have the Althea Gibson Chalk Talk charts and Roberto Clemente Chalk Talk charts posted around the room. Tell students that they are again going to do a Chalk Talk. Read the Chalk Talk chart questions aloud: <ul style="list-style-type: none"> * “How has Roberto Clemente broken barriers and created a legacy?” * “How has Althea Gibson broken barriers and created a legacy?” Say: “As we read to learn more about a topic, often we encounter ideas that are similar to ones we found in other texts. Information that is repeated in a variety of texts tends to indicate that these are important or key ideas related to the topic. Today in your Chalk Talks you will first identify the ideas that are repeated in the texts, in order to help you recognize or ‘zoom in’ on key information. This will help you as you refine and edit your opinion statements to ensure important ideas are included.” Point out the charts around the room. Remind students of the work they did in Lessons 2 and 4. Focus on the new (third) ring. Tell them that this circle is to indicate a new layer of learning—like ripples in the water when you throw a rock into a pond. Learning grows and changes the more you read. Give directions: <ol style="list-style-type: none"> Reread and briefly discuss the ideas you wrote in the two inner circles (Text 1 and 2) during previous lessons. Are any of the ideas <u>already</u> on your chart the same or similar to what you read today? Put a star (*) next to ideas that are the same or similar. What new learning do you have? In the new outer ring on your chart, record <u>new</u> ideas that you learned from today’s reading that help to answer the question at the top of the chart. Distribute markers. Ask student groups to pair up with those same groups and move to their designated Althea Gibson Chalk Talk chart or Roberto Clemente Chalk Talk chart. Allow students 7 to 8 minutes for their Chalk Talks. Circulate to support as needed. 	<ul style="list-style-type: none"> Post, or write, the Chalk Talk protocol steps for group work on the white board for students to reference as they work with their groups. List for students the directions for identifying similar ideas and adding new ideas to the outer circle during the Chalk Talk so that they can refer to them as they work. Struggling writers may need to dictate their Chalk Talk ideas to a partner or teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite several students to share out the ideas, both similar and new, from their Chalk Talks. Listen for: “They challenged and changed people’s racist beliefs about athletes of color,” “They gave back to their communities,” and similar ideas.• Listen for: “The Althea Gibson Excellence Act recognizes how she broke the color barrier in professional tennis to become a trailblazer for other great African American tennis players like Arthur Ashe,” “Being awarded the Congressional Gold Medal for her accomplishments shows how society’s views about African American athletes has changed,” “The celebration of Roberto Clemente Day honors the contributions athletes make to their communities,” “The Roberto Clemente Bridge is a part of Pittsburgh’s history and is a reminder for people of his achievements and humanitarian contributions to society,” and similar ideas.	



Closing and Assessment	Meeting Students' Needs
<p>A. Revising My Opinion Based on Evidence (10 minutes)</p> <ul style="list-style-type: none">• Ask students to return to their seats. Tell them that now that they have had a chance to read and talk more, it is time for them to add to their own understanding in writing.• Review the learning target: "I can revise my opinion about an athlete's legacy based on evidence."• Ask students to recall and share out the meaning of the words revise (<i>improve; correct; change; alter</i>) and <i>opinion</i> (WHAT I believe; point of view; judgment).• Explain to students that they will not develop a new opinion after reading each new article about their athlete. They will, however, have an opportunity to revise the opinions they recorded, based on both key (repeated) details they identified during the Chalk Talk and the new information they learn about their athlete. Reiterate that as we learn more about a topic, our opinions often either change or are clarified.• Distribute the Revising My Opinion task card. Read the steps aloud to students and clarify any directions as necessary.• Direct students to take 6 to 7 minutes to complete the task card steps. They should be writing individually, but may talk with their groups for support.• Circulate to support as needed.• Invite several students to share their revised opinions whole group. As students share, pose the following questions:<ul style="list-style-type: none">* "How did you revise your opinion based on new evidence?"* "What specific words or phrases did you change to make the opinion clearer?"• Ask students to keep their articles for the next lesson. Distribute one index card to each student and ask students to refer to the two articles they have read about their athlete (Lessons 2–4), for homework.• Collect students' journals.	<ul style="list-style-type: none">• Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point).• Some students may need the portion of text read a second time to revise their opinion.• Struggling writers may need to dictate their revised opinion to a partner or teacher.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• On your index card, write a response (at least four sentences) to the following question: □<ul style="list-style-type: none">– “Why should your athlete have a biography written about her or him?”• Support your answer with at least three pieces of evidence from the three articles you have read about your athlete. □ <p><i>Note: Students will need their articles from today's lesson for use in Lesson 7. Review students' text coded articles and journals to determine their ability to identify evidence to support an opinion and their ability to revise an opinion based on both key (repeated) and new information.</i></p>	<ul style="list-style-type: none">• Consider prewriting the focus question on an index card for students who struggle with writing.• Students who struggle with language may need to dictate the answer to their focus question and supporting evidence to someone at home.



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Supporting Materials



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112TH CONGRESS
2^D SESSION

H. R. 4130

To award posthumously a Congressional Gold Medal to Althea Gibson, in recognition of her groundbreaking achievements in athletics and her commitment to ending racial discrimination and prejudice within the world of athletics.

IN THE HOUSE OF REPRESENTATIVES

MARCH 1, 2012

Mr. PAYNE (for himself and Mr. RANGEL) introduced the following bill; which was referred to the Committee on Financial Services

A BILL

To award posthumously a Congressional Gold Medal to Althea Gibson, in recognition of her groundbreaking achievements in athletics and her commitment to ending racial discrimination and prejudice within the world of athletics.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Althea Gibson Excellence Act”.

SEC. 2. FINDINGS.

The Congress finds the following:

(1) Althea Gibson was born August 25, 1927, In Silver, South Carolina.

(2) Althea Gibson lived with her family in Harlem during the 1930s and 1940s. She was first introduced to tennis on the Harlem River Tennis Courts. She went on to dominate the all Black American Tennis Association tournaments throughout the early 1940s, when racism and segregation prevented her from participating in tournaments sponsored by the United States Lawn Tennis Association (USLTA).

(3) Althea Gibson graduated from Florida A&M University in 1953, and was an athletic instructor at the Lincoln University in Jefferson City, Missouri.

(4) Despite her extraordinary athletic prowess, Althea was repeatedly denied entry into the world's top tennis tournaments based on the color of her skin. Alice Marble, a four-time U.S. Open champion, wrote a historic editorial published in the July 1950 American Lawn Tennis magazine, condemning the sport of tennis for excluding players of Althea Gibson's caliber.

(5) Althea excelled in the Eastern Grass Court Championships at the Orange Lawn Tennis Club in South Orange, New Jersey. Her outstanding grass play caused the USLTA to reevaluate its policy providing Althea a bid to Forest Hills.

(6) Althea was the first African-American to win championships at famous tournaments, such as the French Open, the United States Open, the Australian Doubles, and Wimbledon in the 1950s.

(7) Althea broke the color barrier to become the first African-American player, either male or female, to be allowed to enter the Forest Hills, New York, Championship in 1950.

(8) Althea Gibson's tennis career flourished, even in the face of discrimination. She was the first African-American invited to Wimbledon in 1951, eventually winning both the women's singles and doubles in 1957 and 1958.

(9) She would go on to become the first African-American woman to win the championship at the French Open in 1956.

(10) During her career, she won 56 doubles and singles titles before gaining national and international acclaim for her athletic feats in professional tennis leagues. In the late 1950s, Gibson won eleven major titles including three straight doubles at the French Open in 1956, 1957, and 1958 and the U.S. Open in 1957 and 1958.

(11) Althea was the first African-American to be named as the Female Athlete of the Year by the Associated Press in 1957. She was given that honor again the following year. When she won her second U.S. Championship, she went professional at the age of 31.

(12) As further evidence to Althea's athletic gift, after finishing her amateur tennis career, she became a professional golfer in 1959. She was also the first African-American woman to hold a membership in the Ladies Professional Golf Association (LPGA).

(13) After retiring from golf, Althea Gibson shifted her focus to public service. In 1975, Althea Gibson was named the New Jersey Commissioner of Athletics. She held this position and also served on both the State's Athletics Control Board and the Governor's Council on Physical Fitness.

(14) Althea Gibson was inducted into the prestigious International Tennis Hall of Fame in 1971 and to the International Women's Sports Hall of Fame in 1980.

(15) In 1991, the National Collegiate Athletic Association (NCAA) honored Althea Gibson with the Theodore Roosevelt Award, the highest honor the organization may confer on an individual. She was the first woman ever to receive this distinguished honor.

(16) Althea passed away in East Orange, NJ, on September 28, 2003.

(17) Althea Gibson was a trailblazer whose experiences and successes paved the way for other great African-American tennis players like Arthur Ashe.

(18) The legacy of Althea Gibson continues to serve as an inspiration and a shining example for the Nation's youth.

(19) Joining the ranks of other distinguished Congressional Gold Medal recipients would be a fitting accolade to the achievements of Althea Gibson.

SEC. 3. CONGRESSIONAL GOLD MEDAL.

(a) **PRESENTATION AUTHORIZED.** The Speaker of the House of Representatives and the President pro tempore of the Senate shall make appropriate arrangements for the posthumous presentation, on behalf of the Congress, of a gold medal of appropriate design in commemoration of Althea Gibson, in recognition of her groundbreaking achievements in athletics and her commitment to ending racial discrimination and prejudice within the world of athletics.

(b) **DESIGN AND STRIKING.** For purposes of the presentation referred to in subsection (a), the Secretary of the Treasury (referred to in this Act as the “Secretary”) shall strike a gold medal with suitable emblems, devices, and inscriptions, to be determined by the Secretary.

SEC. 4. DUPLICATE MEDALS.

The Secretary may strike and sell duplicates in bronze of the gold medal struck pursuant to section 3 under such regulations as the Secretary may prescribe, at a price sufficient to cover the cost thereof, including labor, materials, dies, use of machinery, and overhead expenses, and the cost of the gold medal.

SEC. 5. STATUS OF MEDALS.

(a) **NATIONAL MEDALS.** The medals struck pursuant to this Act are national medals for purposes of chapter 51 of title 31, United States Code.

(b) **NUMISMATIC ITEMS.** For purposes of section 5134 of title 31, United States Code, all medals struck under this Act shall be considered to be numismatic items.

SEC. 6. AUTHORITY TO USE FUND AMOUNTS; PROCEEDS OF SALE.

(a) **AUTHORITY TO USE FUND AMOUNTS.** There is authorized to be charged against the United States Mint Public Enterprise Fund, such amounts as may be necessary to pay for the costs of the medals struck pursuant to this Act.

(b) **PROCEEDS OF SALE.** Amounts received from the sale of duplicate bronze medals authorized under section 4 shall be deposited into the United States Mint Public Enterprise Fund.

H.R. 4130., Althea Gibson Excellence Act



Roberto Clemente Article

Roberto Clemente

August 18, 1934 - December 31, 1972

Birthplace: Carolina, Puerto Rico

Height: 5'11" Weight: 180

By Ozzie Gonzalez

"He gave the term 'complete' a new meaning. He made the word 'superstar' seem inadequate. He had about him the touch of royalty." Former MLB Commissioner Bowie Kuhn.

"Clemente is a great hero for all Latin players especially Puerto Ricans." "Not only was he one of the best baseball players ever, but he was a great human being as well." Juan Gonzalez, Texas Rangers.

"Growing up in Puerto Rico we got to learn a lot about his character, it was obvious that not only was he one of the greatest players, but a great human being as well." Bernie Williams, New York Yankees.

"He's the strangest hitter in baseball, figure him one way and he'll kill you another." Sandy Koufax, former Los Angeles Dodgers pitcher.

"I would be lost without baseball. I don't think I could stand being away from it as long as I was alive." Roberto Clemente.

Related Info.

Searching for Roberto Clemente - The loss of a hero at sea.

Roberto Clemente's career stats and highlights.

The Roberto Clemente "Man of the Year Award" - A list of all the winners.

He was one of the greatest baseball players ever to play right field and arguably to play the game. Watching Clemente track down balls that were bound for an extra base hit was thrilling. Watching him gracefully catch a deep fly ball and throw a strike to the catcher to cut down the runner was incredible. Tearing around the bases at full speed, legging out another extra base hit was exciting. Those were some of the natural skills that Latino legend Roberto Clemente portrayed when he played the game of baseball.

Roberto Clemente Article

Born in small barrio San Anton in Carolina, Puerto Rico, Roberto Clemente was the youngest of seven children and was raised in a modest home with mother Luisa and father Melchor.

Early on he excelled in track and field, winning medals in the javelin throw and short distance races. However, Roberto's real love was baseball.

When Roberto graduated from high school, he received best wishes from family & friends because they all knew he was bound for greatness as a baseball player.

At the young age of 17, Roberto was playing for the Santurce Cangrejeros in the Puerto Rican Winter League where he attracted legions of big-league scouts because of his hitting, fielding and throwing ability.

He signed with the Dodgers for \$10,000, but never got to play a single game in Brooklyn or Los Angeles.

A rule back then in effect required that any player signed for more than \$4000 had to stay on the parent club for a full season. The Dodgers attempted to keep Clemente's profile low, but the keen eye of the Pittsburgh Pirates general manager knew Clemente and he was selected by the Pirates for \$4,000 on Nov. 22, 1954.

In his first Major League season with the Pittsburgh Pirates in 1955, Clemente had a solid rookie season batting .255 with five homers and 47 RBI's. He built upon that foundation and batted .311 in his sophomore season. After that, Clemente hit above .300 for the next 12 seasons.

In the 1960's, Clemente joined the likes of Hank Aaron and Willie Mays as one of the top players in the National League.

In his pro career, he got over 200 hits four times (1961,64,66,67), hit over .350 three times (1961, 67 & '70), lead the league in batting four times and won 12 consecutive gold glove awards.

In the 1960's, no other player dominated the entire decade like Roberto Clemente did.



Roberto Clemente Article

No other Latin American has ever achieved the numbers and recognition like Clemente did. But even though with his stellar, consistent play, Clemente thought the fame achieved was all too slow in coming as it always seemed for players of Hispanic background. For example, in 1960 while helping the Pirates win its first World Series victory in 33 years, the Puerto Rican star with a solid season and a brilliant series performance, finished only 8th in the National League MVP balloting. It was another evidence for Roberto, that Latino players could never get a fair shake from the media and the American fans.

Clemente only won one MVP crown (1966) during a decade (the 60's) which he dominated so thoroughly -- ironically is was the one season he was not the best hitter in the National League. When it came to selecting a "Player of the 60's" Clemente was obviously overlooked and the award went easily to Sandy Koufax of the Los Angeles Dodgers as Clemente only received a handful of ballots.

He starred in two World Series triumphs and dominated all pitchers in the 1971clemente2.jpg (16831 bytes) Series with a sizzling .414 batting average. In one memorable play he showcased his cannon-like arm that the National League had feared for several years.

In game six of the World Series versus Baltimore, slugger Frank Robinson came to the plate and launched a 300-foot fly toward Clemente that was sure to score Merv Rettemund who was on third base. The minute Clemente pinched the ball in his glove, he ripped it out and rifled a strike to the awaiting catcher's mitt. Rettemund scuffled back to third base and the Orioles was held at bay. After the series win, Clemente was named the 1971 World Series MVP.

Clemente always played like a man possessed, fielding superbly, unleashing his rifle arm, and hitting in clutch situations, where it counts the most. That attitude won the World Series for the Pirates in 1971 and made him the Series MVP. Many people often said that Clemente played "something close to the level of absolute perfection."

Roberto Clemente was not only a great player on the field, but he was a greater person off the field. He was a National hero to everyone, especially Latinos.

On December 31, 1972, Clemente had taken upon himself to direct personally a relief mission to earthquake torn Nicaragua. Bound to Nicaragua, Clemente and four others loaded a small DC-7 plane with food and supplies that never got past the San Juan border as the plane almost immediately crashed into 30 feet of water in the Caribbean Sea.

Roberto Clemente Article

One Navy man speculated during a broadcast that it seemed the plane was over-crowded and the cargo wasn't secured enough and shifted during take-off. Rescue efforts started immediately, but five people died and Clemente's body was never recovered. The world was in shock. Here was a man who was struck down due to his desire to help a country in need. His death was not only a loss to his family and friends, but a loss of a hero to the entire nation.

The Baseball's Writer Association of America immediately waived the customary five-year wait and voted Roberto Clemente into the National Baseball Hall of Fame on August 8, 1973 -- making him the first Latino to be inducted

At the ceremony in 1973, Commissioner Bowie Kuhn honored him by creating the "Roberto Clemente Award", the highest award in baseball for sportsmanship and community activism. Kuhn spoke proudly about Clemente, "He was so very great a man, as a leader and humanitarian, so very great an inspiration to the young and to all in baseball, especially to the proud people of his homeland, Puerto Rico."

On April 7th 1999, the County of Allegheny, Pittsburgh announced that the Sixth Street Bridge, which spans the Allegheny River and joins downtown Pittsburgh to the North Side at Federal Street, will now be known as the Roberto Clemente Bridge. The announcement was made by the current Chairman of the Allegheny County Commissioners, Bob Cranmer.

"I can think of no better tribute to the memory of Roberto Clemente and the pride that he brought to Pittsburgh than renaming the Sixth Street Bridge, the Roberto Clemente Bridge," said Commissioner Cranmer. "'The Great One' exemplified Pirate baseball at its finest. PNC Park and Roberto Clemente Bridge will serve as a constant reminder to all generations that Clemente and Pirate baseball will forever be an important part of Pittsburgh."

The 995-foot suspension bridge, constructed in 1928, is one of three identical spans that join the North Side to the downtown area at Sixth, Seventh and Ninth streets. On days when the Pirates play home games at PNC Park, Clemente Bridge will serve as a pedestrian walkway and fans will be able enter the new Pirates ballpark directly from the bridge. A great tribute for one of this country's most cherished and prestigious athlete.

In 2002, Major League Baseball's Commissioner Allan H. (Bud) Selig announced that on Sept. 18 will be known as "Roberto Clemente Day."



Roberto Clemente Article

The celebrations will be a league-wide effort that has been initiated to honor the memory of Roberto Clemente, and coincides with Hispanic Heritage Month celebrations. As part of the tribute, the local recipients of the Roberto Clemente Award presented by John Hancock will be recognized at each club's home game on Sept. 18.

"It has been almost thirty years since Roberto Clemente's untimely death," said Commissioner Selig. "He will be remembered as a great baseball player and humanitarian. To honor his legacy, we have designated this special day to not only remember Roberto, but to honor those players who have contributed so much to their communities."

Roberto married Vera Cristina Zabala on November 14, 1964 and has three sons; Roberto Walker Clemente Jr. , Louis Roberto Clemente and Roberto Enrique Clemente.

Resources:

Roberto Clemente Foundation: (412) 772-3444

Baseball Hall of Fame, Cooperstown NY. (607) 547-7200



Roberto Clemente: Identifying Evidence Task Card

1. Follow along silently as the article is read aloud in chunks.
2. Underline at least two pieces of evidence that describe barriers Roberto Clemente faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline at least two pieces of evidence that describe Roberto Clemente’s legacy. Write an “L” above underlined evidence related to his legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Roberto Clemente have to overcome?
 - What is Roberto Clemente’s legacy?



Althea Gibson: Identifying Evidence Task Card

1. On your own, reread the article about Althea Gibson.
2. Underline at least two pieces of evidence that describe barriers she faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline at least two pieces of evidence that describe Althea Gibson’s legacy. Write an “L” above underlined evidence related to her legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Althea Gibson have to overcome?
 - What is Althea Gibson’s legacy?



Chalk Talk Chart Example
(For Teacher Reference)

How has Roberto Clemente (or Althea Gibson) broken barriers and created a legacy?

Text #3

Text #2

Text #1



Revising My Opinion Task Card

In expert groups:

1. Review and discuss the evidence you underlined and text coded in the article you read today.
2. Review your original opinion (from Lesson 2 and 4) and discuss with group members:
 - a. Does the key (repeated) information and new evidence I identified relate to my opinion?
3. Think about then discuss with group members:
4. How can I revise my original opinion to more clearly refer to my athlete's barriers or legacy?
 - a. What are the specific words or phrases I can use to refine my opinion about how my athlete broke barriers and created a legacy?
5. On the graphic organizer in your journal, record your revised opinion next to the opinion you most recently revised and recorded.