



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 3: Lesson 2**

## Research: Close Read of Text 1 for Each Expert Group



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

I can explain what a text says using quotes from the text. (RI.5.1)  
 I can use several sources to build my knowledge about a topic. (W.5.7)  
 I can document what I learn about a topic by taking notes. (W.5.8)

**Supporting Learning Targets**

- I can begin 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 develop an opinion about an athlete’s legacy based on evidence I identify in the text.
- I can support my opinion about an athlete’s legacy with reasons.

**Ongoing Assessment**

- Journal (gist statement, opinion, and two reasons)
- Students’ coded Text 1



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Establishing Expert Groups (10 minutes)</p> <p>2. Work Time</p> <p>A. First Read: Building Background Knowledge about My Athlete (15 minutes)</p> <p>B. Second Read: Identifying Evidence to Develop an Opinion (15 minutes)</p> <p>C. Writing a Draft Opinion Supported by Reasons (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Synthesizing: Chalk Talk (10 minutes)</p> <p>4. Homework</p> <p>A. Think about the barriers that Jackie Robinson broke. How are the barriers he faced similar to the barriers your athlete faced? On your index card, write at least two ways the barriers were the same. □</p>	<ul style="list-style-type: none"> <li>• In this lesson, students formally launch their research in “expert groups.” This research is similar to the work that groups did in Module 2, Unit 3 (as they built expertise about either ants or butterflies).</li> <li>• Students do their research in small groups of three to four students (Althea Gibson Expert Groups or Roberto Clemente Expert Groups).</li> <li>• In advance: assign each student to a small expert group (based on their index cards at the end of Lesson 1). Be strategic in your grouping. If you have a few struggling readers, put them in a group together so that you can more directly support them while allowing other students to be more independent. If you have many struggling readers, place them in groups with stronger readers but carefully monitor that they are reading and contributing. ELLs may benefit from being in a group with others who speak their native language.</li> <li>• In advance: Create and post an Expert Groups chart that shows which students are studying which athlete, and that further lists each small expert group of three or four students.</li> <li>• Scaffolding is built into the tasks students work on in their small expert groups. But students still need teacher support for building their literacy skills. For the majority 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. The recommended level of teacher support was determined based on the difficulty of the specific texts each group reads in a given lesson.</li> <li>• Note that in this lesson, the Althea Gibson text has a higher quantitative complexity. The intention is still for students to do their research in heterogeneous groups. See the specific scaffolding built into the lesson to help students with this harder text.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Throughout the first half of the unit, students read three articles on their selected athlete to synthesize information about a topic from multiple texts (RI.5.9). During Chalk Talks, two small groups studying the same athlete will pair up to participate in a Chalk Talk about one of the big ideas for this module: “How has Roberto Clemente or Althea Gibson broken barriers and created a legacy?” In Lessons 4 and 6, after reading additional articles about their same athlete, students will review and add to these charts. In this lesson, students draw a circle in the center of their chart and make their notes in that center circle. In Lesson 4, they draw a new circle—to represent a new “ripple in the water” of their learning—and add their new thinking. Similarly in Lesson 6.</li><li>• Note that in this lesson, the Chalk Talk serves as the closing: students reflect and synthesize orally and in groups. Then, in Lessons 4 and 6 (when students have built more knowledge and skill) they do the Chalk Talk during work time, as a scaffold toward more independent synthesis and writing during the closing of those lessons.</li><li>• In advance: Prepare and post Roberto Clemente and Althea Gibson Chalk Talk charts in different areas of the room (see example in supporting materials). Determine pairings: two small groups (studying the same athlete) that will work together during the Chalk Talk.</li><li>• Review: Think-Pair-Share and Chalk Talk protocols, and Thumb-O-Meter strategy (Appendix).</li><li>• In advance: Create a new anchor chart titled Expert Group Norms. These norms will be the same for all groups.</li></ul>



Lesson Vocabulary	Materials
<p>build background knowledge, annotate, evidence, barriers, legacy, overcome, code the text, develop, opinion, support, reasons</p> <p>Vocabulary from the text (to be addressed more in Lesson 3)</p> <p>Althea Gibson group: acceptance, title, entry, marked, defended, deftness, credit, honored</p> <p>Roberto Clemente group: honored, inspires, charities/charity, racism, brushed (it off), change, attitudes</p>	<ul style="list-style-type: none"><li>• Expert Group Norms anchor chart (new, co-created with students during Opening A)</li><li>• Journals</li><li>• “Althea Gibson” article (one per student in the group)</li><li>• “Roberto Clemente’s Gifts from the Heart” article (one per student in the group)</li><li>• Features of Informational Text anchor chart (from Module 3A, Unit 2)</li><li>• Roberto Clemente: Identifying Evidence task card (one per group or per student studying Roberto Clemente)</li><li>• Althea Gibson: Identifying Evidence task card (one per group or per student studying Althea Gibson)</li><li>• Roberto Clemente: Chalk Talk chart (one per pair of groups studying Roberto Clemente)</li><li>• Althea Gibson Chalk Talk chart (one per pair of groups studying Althea Gibson)</li><li>• Opinion and Reasons task card (one per student)</li><li>• Index cards, for homework (one per student)</li><li>• Chart paper for new anchor chart: Expert Group Norms</li><li>• Markers</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Establishing Expert Groups (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students of their work in expert groups during Module 2 related to ants and butterflies. Ask students to Think-Pair-Share with a partner about ways they worked within an expert group to support their research process.</li> <li>• Share out. Listen for students to say that other students in their expert group helped them understand text, organize their thinking, and add ideas that they might not have thought of on their own.</li> <li>• Remind students that during Lesson 1 they viewed images and text about Althea Gibson and Roberto Clemente, then chose one of these athletes to study. Reinforce to the class that both these athletes broke barriers and made an impact on American society, similar to Jackie Robinson.</li> <li>• Say: “Now you will have the opportunity to build your background knowledge about how one of these two athletes broke the barriers of her or his period of history and influenced American values.”</li> <li>• Post the <b>Expert Group Norms anchor chart</b>. Ask students to recall the triad talk norms they followed in Module 1, Unit 2. Direct students to pair to share how following the triad talk norms helped them be successful as a group in the past.</li> <li>• Cold call several students to share out. Listen for norms such as: “Each person had to contribute to the discussion,” “We took turns talking so everyone’s ideas could be heard,” “We asked each other follow-up questions like, ‘Would you like to add to my idea?’ or ‘Can you tell us what you’re thinking?’,” “We showed each other the specific details from the text by pointing to specific paragraphs or sentences,” “We asked questions to understand each other’s ideas,” and similar statements.</li> <li>• Record students’ responses on the Group Norms anchor chart. Leave posted for students’ reference during Work Time.</li> <li>• Announce athlete expert groups and post the <b>Expert Groups chart</b> of who is in each group. Designate meeting spots for expert groups to meet and store their materials.</li> <li>• Ask students to take out their <b>journals</b> and move to their group’s area.</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally partner ELL students with other students who speak the same L1 language.</li> <li>• Consider grouping students at tables strategically so that stronger readers and writers are at tables with those students who struggle with grade-level text so peers may support one another during group reads and discussions.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. First Read: Building Background Knowledge about My Athlete (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Once students are settled, focus them whole group. Be sure all students have access to the article about their assigned athlete, <b>Althea Gibson</b> or <b>Roberto Clemente's Gifts From the Heart</b>.</li> <li>Review the learning target: "I can begin to build background knowledge about my athlete by using one of several sources."</li> <li>Ask students to think about, then share out the meaning of the phrase <i>build background knowledge</i>. Listen for ideas like: "Begin to learn about something new," "Learn facts and information about a topic I don't know a lot about yet," etc.</li> <li>Refer students to the <b>Features of Informational Text anchor chart</b>.</li> <li>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 the years she lived, 1927-2003," "The Roberto Clemente article has subtitles within the article, and the article is broken into three sections," or similar ideas. Add students' ideas to the Features of Informational Text anchor chart.</li> <li>Ask students to share out what they often do when they encounter a new text. Listen for: "Read for the gist."</li> <li>Explain that a good strategy to use for determining the gist of an article is to make annotations about the gist of individual sections, or chunks, as they read. Ask students to think about then share out the meaning of the word <i>annotate</i>. Listen for: "Make notes in the margin, next to chunks or sections of the article." Tell students that today, one way they will be making notes is to <i>code the text</i>: to make specific marks related to the concepts of "barriers" and "legacy." This is explained on their task cards.</li> </ul> <p><b>Roberto Clemente Groups: Read Independently</b></p> <ul style="list-style-type: none"> <li>Allow students 6 to 7 minutes to independently read their article. Ask them to make annotations about the gist for each paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence stems for students who may have difficulty with language (e.g., "A text feature that is important in this text is _____").</li> <li>Some students may need the passage read a second time to determine the gist.</li> <li>Struggling writers may need to dictate their gist to a partner or teacher.</li> </ul>



Work Time	Meeting Students' Needs
<p><b><i>Althea Gibson Groups: Read Aloud and Guided Practice</i></b></p> <ul style="list-style-type: none"> <li>• Then bring the groups studying Althea Gibson together. Explain that because this text is difficult, 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, “Althea Gibson (1927-2003 …)” Because this text is above grade level, it is important to support students during their first read. Pause at the end of particularly complex sentences and prompt students to consider and briefly discuss confusing language or terminology. Provide clarification as necessary. Stop reading after the end of each paragraph so students can ask clarifying questions and annotate for gist.</li> </ul> <p><b><i>All Groups</i></b></p> <ul style="list-style-type: none"> <li>• After students have worked in their groups for about 10 minutes, refocus them whole group. Prompt them to take 1 to 2 minutes to think about and discuss with their group members:           <ul style="list-style-type: none"> <li>* “What is the gist of this passage?”</li> <li>* “How did the athlete break barriers and create a legacy?”</li> </ul> </li> <li>• Direct students to turn to a new page in their journals to record the gist of this passage.</li> <li>• Cold call a few students to share what they have written. Listen for ideas such as: “Althea Gibson’s accomplishments helped to win acceptance for African American players in tennis”; and “Roberto Clemente dealt with racism because he was Hispanic, but he became one of baseball’s most famous players because of his skill and charity work.”</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Identifying Evidence to Develop an Opinion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Keep students focused whole group. Review the learning target: “I can identify evidence from the text about how an athlete broke barriers and created a legacy.”</li> <li>• Ask students to recall and 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> (a person’s influence on society—usually but not exclusively after she or he is no longer living; something handed down from the past).</li> <li>• Say: “Remember that during Unit 2 of this module you identified evidence to help you answer a question, then you formed an opinion based on the evidence. In this part of Work Time you will reread your article and mark evidence that helps you to answer the question:             <ul style="list-style-type: none"> <li>* “How did the athlete break barriers and create a legacy?”</li> </ul> </li> <li>• Point out that this is a two-part question. Students will need to identify evidence that describes the “barriers” the athlete overcame as well as evidence of the athlete’s “legacy.” Clarify the relationship between these two key concepts: students must first identify the <i>barriers</i> that the athlete faced in society, and then see how <i>overcoming</i> those barriers influenced each athlete’s <i>legacy</i>.</li> <li>• Tell students that they will use the evidence they identify to help them develop an opinion about the athlete’s legacy, during Work Time C.</li> <li>• Distribute task cards to each group: <b>Roberto Clemente: Identifying Evidence task card or Althea Gibson: Identifying Evidence task card.</b></li> </ul> <p><b>Roberto Clemente Groups: Read Independently and Discuss Focus Questions</b></p> <ul style="list-style-type: none"> <li>• Briefly read the task card aloud to students and clarify directions as necessary.</li> <li>• Give students 7 to 8 minutes to complete their task cards.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Strategically assign chunks of text to groups. Assign ones referencing more known events to students who may struggle more with grade-level text.</li> <li>• Consider allowing students who struggle with reading to find only one piece of evidence instead of two.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b><i>Althea Gibson Groups: Reread Aloud, Chunking, and Coding the Text</i></b></p> <ul style="list-style-type: none"> <li>Actively support those students studying Althea Gibson. Briefly read the task card aloud and clarify directions as necessary.</li> <li>Tell students that they are going to chunk this text and code it: they will make marks in the margins to help them keep track of specific information related to barriers or legacy. Reread the article aloud as students read silently in their heads. Pause after each paragraph and ask students to underline and text code evidence related to both barriers and legacy.</li> <li>Direct students to take 2 to 3 minutes to discuss the evidence they identified about barriers and legacy as well as the focus questions on their task card.</li> <li>As students studying Althea Gibson discuss, move to listen in and informally support the students reading about Roberto Clemente.</li> </ul> <p><b><i>All Groups</i></b></p> <ul style="list-style-type: none"> <li>After 7 to 8 minutes, briefly 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: “Althea Gibson came from one of the poorest neighborhoods in New York City,” “Her entry into the national championships at Forest Hills marked an important step for black players,” “Roberto Clemente had to deal with racism,” “Fans yelled hurtful words because they did not like the color of his skin,” and similar ideas.</li> <li>Next, cold call different members from each group to share out what they learned about each athlete’s legacy. Listen for: “Althea Gibson’s helped make women’s tennis the competitive sport it is today,” “She was honored with a ticker tape parade in New York City,” “She wrote an autobiography about her life,” “Roberto Clemente and his baseball team started the ‘Day of Giving’ to promote charitable giving,” “After his death he became the first Hispanic player to be voted into the Major League Baseball Hall of Fame,” and similar ideas.</li> <li>Continue to reinforce the relationship between <i>barriers</i> and <i>legacy</i>. Say: “The barriers each athlete faced influenced the legacy she or he created. Remember that one of our big ideas for this module is that ‘Individuals are shaped by and can shape society.’ These athletes were shaped by the challenges they faced, and each athlete created a legacy as a result of overcoming those barriers. Their legacies have helped to shape our society.”</li> <li>Ask students to consider then share out what it means to <i>shape society</i>. Listen for ideas like: “Change society for the better,” “Impact society,” “Influence society,” etc.</li> </ul>	<ul style="list-style-type: none"> <li>Consider creating an anchor chart for each athlete to record and keep posted the information learned about each one.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Writing a Draft Opinion Supported by Reasons (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets: “I can develop an opinion about an athlete’s legacy based on evidence I identify in the text” and “I can support my opinion about an athlete’s legacy with reasons.”</li> <li>Remind students of the work they did during the last part of Unit 2 when they were asked to develop their own opinions about Jackie Robinson’s work with civil rights and his legacy. Ask students to think about then share what they remember about the meaning of the words <i>develop</i> (form; determine), <i>opinion</i> (WHAT I believe; point of view; judgment), <i>support</i> (strengthen), and <i>reasons</i> (WHY I believe the opinion).</li> <li>Say: “Now that you have read and reread an article about your athlete, you will form an opinion about how the athlete broke barriers and created a legacy, based on the evidence you identified in your article. Remember that opinions contain a judgment word (or words) and are supported by reasons that explain WHY you believe the opinion.”</li> <li>Distribute the <b>Opinion and Reasons Task Card</b>. Read the steps aloud to students and clarify any directions as necessary.</li> <li>Direct students to take 6 to 7 minutes to complete the task card steps in their groups.</li> <li>Circulate to support as needed.</li> <li>After 6 to 7 minutes, cold call members of each group to share their opinion and reasons whole group.</li> <li>For the Althea Gibson group, listen for: Opinion: “Althea Gibson created an important legacy which helped win acceptance for African American players in professional tennis.” Reasons: “She became one of the top international tennis players of the 1950’s”; “Her entry into the national tennis championships at Forest Hills marked an important step for black players.”</li> <li>For the Roberto Clemente group, listen for: Opinion: “Even though Roberto Clemente faced racism, he established an amazing legacy by becoming one of baseball’s most admired and charitable athletes.”</li> <li>Reasons: “He helped to change Americans’ attitudes about Hispanics in professional baseball,” “He and his teammates started a charitable organization and encouraged others to support the team’s charity fund,” and similar ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point) and <i>reasons</i> (a question mark).</li> <li>Some students may need the portion of text reread in order to develop an opinion and supporting reasons.</li> <li>Provide sentence stems for students who may have difficulty with language. (For example, [name of athlete] created an important legacy for _____, by breaking the _____ barrier. I believe this because she/he _____.)</li> <li>Struggling writers may need to dictate their opinion and reasons to a partner or teacher.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Synthesizing: Chalk Talk (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the <b>Chalk Talk charts</b>, and give each group <b>markers</b>. Arrange groups for the Chalk Talk (see teaching note: two groups that studied the same athlete will pair up with each other).</li> <li>• Ask student groups to pair up and move to their designated <b>Althea Gibson Chalk Talk chart</b> or <b>Roberto Clemente Chalk Talk chart</b>.</li> <li>• Prepare students:             <ol style="list-style-type: none"> <li>1. Review the Chalk Talk protocol.</li> <li>2. Tell them that they will be adding to this chart as they read more articles about their athlete. Ask them, for today, to draw a circle in the center of their chart and write their notes just within that inner circle.</li> <li>3. Remind students to put their names on their charts.</li> </ol> </li> <li>• Read the Chalk Talk chart questions aloud:             <ul style="list-style-type: none"> <li>* “How has Roberto Clemente broken barriers and created a legacy?”</li> <li>* “How has Althea Gibson broken barriers and created a legacy?”</li> </ul> </li> <li>• Tell students to write their ideas only inside the circle in the center of the chart.</li> <li>• Allow students 7 to 8 minutes for their Chalk Talks.</li> <li>• Circulate to support as needed.</li> <li>• Invite several students to share out ideas from their Chalk Talks. Listen for: “Althea Gibson (or Roberto Clemente) was the first to break a barrier, which changed our society by paving the way for other athletes of color to participate in tennis or baseball,” “Althea Gibson’s success, won acceptance for other African Americans to participate in professional tennis,” “Roberto Clemente was active in charity work, which helped to improve people’s lives,” “They were recognized as outstanding athletes, and their skills helped to change the way people in society viewed athletes of color,” etc.</li> <li>• As time permits, review learning targets one at a time, asking students to indicate their level of mastery for this target by using the Thumb-O-Meter strategy.</li> <li>• Ask students to keep their articles for the next lesson. Distribute <b>one index card</b> to each student for homework.</li> <li>• Collect students’ journals.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Struggling writers may need to dictate their Chalk Talk ideas to a partner or teacher.</li> <li>• Post, or write the Chalk Talk questions for students to reference while following the protocol.</li> </ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Think about the barriers that Jackie Robinson broke. How are the barriers he faced similar to the barriers your athlete faced? On your index card, write at least two ways the barriers were the same. □</li></ul> <p><i>Note: Review students' journals to determine their current ability to develop an opinion based on evidence and support the opinion with reasons.</i></p> <p><i>Students will add to their Chalk Talk charts in Lessons 4 and 6. Store the charts in a safe place in the classroom.</i></p>	<ul style="list-style-type: none"><li>• Consider prewriting the focus question on an index card for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate the answer to their focus question to someone at home.</li></ul>



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# Grade 5: Module 3A: Unit 3: Lesson 2

## Supporting Materials



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## Althea Gibson Article

Gibson, Althea (1927–2003)

From a childhood in one of New York City's poorest neighborhoods, Althea Gibson rose to become one of the top international tennis players of the 1950's. Her success helped win acceptance for African American players in the major tennis tournaments. Her aggressive style of playing helped make women's tennis the competitive sport it is today.

Along the way, Gibson built up an impressive record of major wins and "firsts." She was the first black female player to compete in United States national tennis championships. She was also the first black to win a major tennis title. In 1957 and again in 1958, she won the United States women's singles title at Forest Hills, New York, and the women's singles championship at Wimbledon, near London, England. She was also a member of the winning women's doubles teams at Wimbledon for three years in a row, in 1956, 1957, and 1958.

Althea Gibson was born in Silver, South Carolina, on August 25, 1927. She grew up in the Harlem section of New York City. There she learned to play paddle tennis in the Police Athletic League "play street" program. In 1941 she began to play tennis. In 1944 and 1945 she won the junior girls' championship of the American Tennis Association (ATA), a group for black players. Two years later she captured the ATA women's championship. She held that title for ten years.

Gibson studied at Florida Agricultural and Mechanical University from 1949 to 1953. In 1950, her performance in tournaments sponsored by the United States Lawn Tennis Association earned her entry into the national championships at Forest Hills. She lost in the second round. But her entry marked an important step for black players.

After college, Gibson worked as an athletic instructor for two years. Then, in 1955, she was chosen as a member of a team of United States tennis players who were sent abroad on a goodwill tour. While playing overseas, she perfected her game. And she began her rise to the top of international amateur tennis.

Gibson won her first Wimbledon women's doubles title in 1956. She also scored victories at major tournaments in France, Italy, and several Asian countries. In 1957, she was the world's number-one female player. After her singles and doubles wins at Wimbledon, she returned to the United States and captured the women's national clay court championship. Then she went on to win the women's singles title at Forest Hills. She successfully defended her Wimbledon and Forest Hills titles the next year. She was also a member of the victorious United States Wightman Cup team in 1957 and 1958.



Althea Gibson Article

Gibson became a professional tennis player in 1959. While she continued her tennis career, she also played on the women's professional golf tour during the 1960's. And beginning in the 1960's, she held various positions in state and local recreation programs in New York and New Jersey.

Sportswriters of the 1950's described Gibson's tennis playing as a "combination of deftness and power". They gave her credit for the "best serve in women's tennis." After her 1957 Wimbledon victories, she was honored with a ticker-tape parade in New York City. She received many other honors during her career. The Associated Press twice named her female athlete of the year. She was named to the International Tennis Hall of Fame in 1971. And she was named to the Black Athletes Hall of Fame in 1974. Her autobiography, *I Always Wanted to Be Somebody*, was published in 1958. Althea Gibson died on September 28, 2003, in East Orange, New Jersey.

"Althea Gibson" The New Book of Knowledge. Grolier Online, 2013. Web.

## Roberto Clemente's Gifts from the Heart

### Roberto Clemente's Gifts From the Heart

From September 15 to October 15, Hispanic Heritage Month celebrates Americans of Spanish and Latin background. On Friday, Pittsburgh baseball fans honored the city's most popular Hispanic hero, Roberto Clemente.

The baseball great was born in Puerto Rico. He played for the Pittsburgh Pirates from 1954 until his death in 1972. Off the field, Clemente was known for helping others. The Pirates held the Roberto Clemente Day of on September 18. The day celebrated the player's gifts to the world.

### A Celebration of Giving Back

When Clemente died in a plane crash, he was on his way to help people. The plane was bringing supplies to victims of an earthquake in Central America. His belief in helping others still inspires people. That's why his team started the "Day of Giving."

The Pirates used the day to urge fans to support charities, or groups that help people. Clothing and food were collected for people in need. Fans bought raffle tickets to support the team's own charity fund.

### Home Run for Hispanic Heritage

As a child, Roberto was a gifted baseball player. While still in high school, he began to play for Puerto Rico's amateur, or nonprofessional, league. In 1954, he joined the Pittsburgh Pirates. He stayed with the team for the rest of his life.

Clemente began his career at a time when many Hispanic athletes had to deal with racism. Fans sometimes yelled hurtful words at him because they did not like the color of his skin. But he brushed it off. "I don't believe in color," Clemente once told reporters.

In time, Clemente became one of baseball's most famous stars. He was the first Hispanic American to earn a World Series ring as a starting player, in 1960. He was also the first Hispanic player to win the Most Valuable Player (MVP) award, in 1966. Then in 1971, he became the first Hispanic player to win the World Series MVP award.



### Roberto Clemente's Gifts from the Heart

After his death, Roberto became the first Hispanic player to be voted into Major League Baseball's Hall of Fame. Clemente's career and life were sadly cut short. But during his life, he helped change American attitudes about Hispanics in professional sports—on and off the field.

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### Roberto Clemente: Identifying Evidence Task Card

1. On your own, reread the article about Roberto Clemente.
2. Underline at least two pieces of evidence that describe “barriers” he faced or overcame. Code the text: Write a “B” above underlined evidence related to “barriers.”
3. Underline at least two pieces of evidence that describe Roberto Clemente’s “legacy.” Code the text: 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? (Think about baseball and his charitable works.)

**Althea Gibson: 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” Althea Gibson faced or overcame. Code the text: Write a “B” above underlined evidence related to “barriers.”
3. Mark at least two pieces of evidence that describe Althea Gibson’s “legacy.” Code the text: 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?



Teacher Resource:  
Chalk Talk Chart examples

**How has Roberto Clemente broken barriers and created a legacy?**

**Text #1**

**How has Althea Gibson broken barriers and created a legacy?**

**Text #1**



### Opinion and Reasons Task Card

1. Review the evidence you underlined and text coded (during Work Time B) to develop an opinion about the athlete's legacy. Think about how your athlete faced barriers to create a legacy.
2. Discuss your opinion with your group members.
3. On a new page in your journal, write an opinion about how your athlete broke barriers and created a legacy.
4. Include a judgment word in your opinion.
5. Support your opinion with at least two reasons **WHY** you believe the opinion. Write these below the opinion, on the same journal page.