

## Teacher's Guide: Baseball and Social Change: The Story of Roberto Clemente

Recommended Grade Level: 5-8

*(also applicable to grades 9-12 for students requiring significant support in learning)*

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

---

### Goals

Following are the big ideas that students should take away after completing this lesson:

- Personal identity is shaped by the culture people grow up in and by their life experiences.
- When people from different cultures come to live together, their cultures change over time.

---

### Vocabulary

(See definitions on page 6.)

- culture
- immigrate
- identity
- adopt
- segregation

---

### Key Literacy Strategies

Following are the primary literacy strategies students will use to complete this activity:

- Making inferences (screen 4; writing assignment 3)
- Determining important information (screens 5, 7, 8, and 9; writing assignments 1, 2, and 3)
- Comparing and contrasting Ideas (screen 11; writing assignment 1)

Note: In addition to the key literacy strategies listed above, students will also use each of these strategies to complete this lesson:

- Monitoring comprehension
- Synthesizing
- Making predictions
- Developing vocabulary
- Connecting prior knowledge to new learning
- Developing a topic in writing
- Identifying and using text features (photographs, captions, diagrams, and/or maps)

---

### Overview

*Baseball and Social Change: The Story of Roberto Clemente* is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, organize groupings, facilitate discussions, answer questions, and ensure that all learning goals are met.

The following is a summary of the lesson screens:

- Screen 1: Students read about the elements that make up a culture and consider what happens when people from one culture join another one.
- Screen 2: Students read a brief biography of Roberto Clemente, a black Puerto Rican baseball player who joined the Pittsburgh Pirates, a Major League Baseball (MLB) team, in the late 1950s. They learn about the difficulty American fans had in accepting Clemente, since he was a Spanish-speaking black man and most Americans did not know how to identify his culture
- Screen 3: Students learn what the goals are for the lesson, which strategies they will be using to complete the lesson, and the important vocabulary words they will use during the lesson.
- Screen 4: Students first read about Clemente as a baseball star who led his team to two World Series championships. They then watch a video about his role in leading the Pittsburgh Pirates to a World Series win in 1971 and his decision to speak in Spanish in an interview on national TV. They then write their thoughts about why Clemente felt it was important to speak in Spanish during that interview.
- Screen 5: Students read about the segregation Clemente faced when he first arrived in the U.S. and the problems he had being a black man from Puerto Rico. They watch a video about training camp in Florida and his first years with the Pittsburgh Pirates. They then write down what challenges Clemente faced when he joined the team.
- Screen 6: Students read about the changes in American culture that took place as more Latino immigrants arrived in the 1960s and watch a video about how fans reacted to Clemente after he helped win the World Series.
- Screen 7: Students read about Clemente’s untimely and tragic death in 1973. They then write about why they think Roberto Clemente was a hero.
- Screen 8: Students answer three multiple-choice questions to show their comprehension of Clemente’s personal situation and the overall impact of increased Latino immigration.
- Screen 9: Students read a PDF text that describes how Latino culture became more familiar to Americans in the 1960s and 1970s and the parts of it that were adopted into mainstream American culture. They write two to four sentences describing how Latino culture was becoming more familiar to Americans in the 1960s and 1970s.
- Screen 10: Students complete an interactive vocabulary activity to demonstrate their understanding of the meanings of the words, and then choose two words from the vocabulary list and write a new sentence for each word. These tasks demonstrate their understanding of the meaning of the words.
- Screen 11: Students use an interactive activity to sort facts about Roberto Clemente: Do they relate to the time “before” or “after” Latino culture began to be adopted by mainstream America?

Final

Assignment: Students select and complete a writing assignment about the lesson topic.

---

## Before the Lesson

- ❑ Go through each screen of the lesson, including all the interactive activities, so that you can experience ahead of time what students will be doing. As you go through each screen, jot down your own expectations for students' responses.
- ❑ Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently with little or no support. Students who are less familiar with the subject area or who struggle with literacy skills may benefit from working with another student. An effective way to do this is to pair a stronger student with a less able reader. You can also have students work individually on certain tasks and in pairs on others, depending on their experience and needs. If students will be working in pairs on any portion of the lesson, let them know if they will be expected to type in their notes individually or together.
- ❑ Provide instruction on key vocabulary (vocabulary words are defined in the lesson on screen 3, and on page 6 of this guide).
- ❑ Determine what students already know about Clemente or elements of Latino culture that are part of mainstream American culture today. You may want to start the discussion with specific questions, such as: What do you think are the challenges people from other countries face when coming to a new country? How have people from other cultures contributed to or changed American culture? How has Latino culture influenced U.S. culture? Who was Roberto Clemente? Record their ideas on a chart. This will give you a sense of the possible misconceptions and background knowledge that students have before beginning this lesson. If time allows, return to the chart after students have completed the lesson to add new learning and correct misconceptions. Note: You may want to record their new learning in a different-colored ink so they can see how much they've learned.
- ❑ Arrange computers with Internet access so students can work individually or in pairs.
- ❑ Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, or whiteboard, or as a handout.

---

## Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they are progressing through the lesson.

- **Notes** - Students take notes on screens 4, 5, 7, and 9. If time allows, review their notes before students begin their writing assignment.
- **Multiple-choice questions** - Students complete the three questions on screen 8. Walk around to make sure students answer all three questions in the quiz before they move on. If students click to go to the next page before they finish, their work on the quiz will not be saved.

- **Match It!** - Students complete a vocabulary activity on screen 10. They begin by placing the vocabulary terms into the correct sentences. After they finish and save their work, they will be able to check their answers against an answer key. When they are done, they will be asked to choose two vocabulary words and write a new sentence for each word. Sentences should demonstrate a clear understanding of the meaning of each word. An inappropriate response would be “Culture is the way you live.” An appropriate response would be “Culture means the way you live, what you believe in, and how you act.”
- **Compare It!** - Students complete the comprehension activity Compare It! on screen 11. Students determine whether certain facts about Clemente relate to his life in the U.S. before or after the country was exposed to Latino culture. Students will not be able to check their answers online, so you will need to provide them with correct answers when they are finished with the lesson. You can choose to review the answers as a class or return the corrected packet of materials to students before they begin the final assignment.

#### **Column 1: Before U.S. Latino Culture**

- There are almost no Latino players in Major League Baseball.
- He is called “Bobby” Clemente.
- Clemente is considered to be an African American.
- Clemente has to stay in a different hotel than his teammates.

#### **Column 2: After U.S. Latino Culture**

- Clemente takes a chance speaking in Spanish on U.S. television.
  - Clemente is mobbed by happy fans.
  - Clemente is a role model for Latino players in Major League Baseball.
  - Clemente is voted into the Baseball Hall of Fame.
- **Final Assignment** - Students complete one final writing assignment. You can choose to let students make their own selection or assign one according to your goals for the lesson. Use the rubric on page 7 to assess the writing assignments.

---

#### **Lesson Aids and Extensions**

Use the following suggestions to help students if they are stuck on a particular screen, to prepare students for completing their writing assignments, or as follow-up discussions to reinforce learning.

- **Watching Videos** - Encourage students to watch the videos more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the videos have to offer.

- **Participating in Discussions** - Organize class discussions or encourage students to talk about their questions in pairs. You may want to use the following discussion starters:
  - o What challenges did Clemente face when he came to the U.S.? Why did he face those challenges?
  - o How did Clemente become part of American culture?
  - o What did Clemente and other Latinos contribute to mainstream American culture?
  - o What led to mainstream America adopting many aspects of Latino culture in the 1970s?
  - o How did Clemente help change the way professional baseball looks today?
- **Reading the PDF Text** - Before they read the PDF text on on screen 8, ask students to make predictions about how mainstream U.S. culture would come to adopt aspects of Latino culture.
- **Sharing Student Work** - It may be motivational, and a further learning opportunity, for students to post their final essays so that their classmates, peers, and/or parents can see them. This may also provide an opportunity for students to comment on and discuss each other's essays.
 

If you do not already have access to an online writing community, Teaching Matters™ provides TeXT, free classroom publishing tools that allow teachers and students to create and publish their own online eZine. More information and a free signup are available at Teaching Matters: TeXT (<http://text.teachingmatters.org>).
- **Reflection and Self-Assessment** - After students have turned in their writing assignments, you can choose to have them assess their learning. Bring students together as a whole class or in small groups to discuss the questions below. You may want to return to the chart of their ideas developed before the lesson and record their new learning. You may also have students respond individually to the questions and then convene the class to discuss the chart.
  - o What did you learn?
  - o What was surprising?
  - o What questions do you still have?
  - o What was the easiest for you to understand and do?
  - o What was the most difficult?

---

## Vocabulary Definitions

### **adopt**

To choose a person, thing, custom, or idea to be your own. *Adoption* is the process of someone or something being adopted.

### **culture**

The behaviors and beliefs of a group of people. Culture includes clothing styles, food, social customs, ways of speaking, and religious practice.

### **identity**

People's understanding of who they are, based on language, race, religion, culture, beliefs, and other factors.

### **immigrate**

To arrive in a new country and plan to live there rather than return to your old country.

### **segregation**

Keeping different groups apart, through laws, custom, or both.

## Final Assignment Rubric Baseball and Social Change: The Story of Roberto Clemente

1. Explain how Roberto Clemente's experiences in the United States changed as Americans began to adopt parts of Latino culture. Be sure to explain what American culture was like:
  - When Clemente first came to the U.S.
  - Later in Clemente's life.
  - After Clemente's death.
2. Roberto Clemente was one of the first well-known Latino immigrants to the United States. What impact did he and other Latinos have on U.S. culture? Include in your answer:
  - How did Latinos become part of U.S. culture? In what areas?
  - How did U.S. culture change?
3. Describe how most Americans reacted to Clemente when he first came to the United States. Do you think immigrants to the U.S. still have the same kind of experience? Explain.

4	3	2	1
Provides a clear and accurate response to the question. Ideas are elaborated, with three or more relevant supporting details from the reading passage, video, and other materials in the lesson.	Provides an adequate response to the question. Topic and ideas are generally well organized, with two relevant supporting details from the reading passage, video, and other materials in the lesson.	Provides a generally accurate response, with one supporting detail from the reading passage, video, and other materials in the lesson.	Provides an inaccurate response to the question or fails to address the question. May include misinterpretations. Understanding of the topic is not apparent.
Uses at least three vocabulary words (or a form of the vocabulary words) from the lesson, and uses them all correctly.	Uses two vocabulary words (or a form of the vocabulary words) from the lesson, and uses them both correctly.	Uses one vocabulary word (or a form of the vocabulary word) from the lesson, and uses it correctly.	Does not use any vocabulary words, or uses vocabulary words incorrectly.

---

## Scoring the Rubric

Here are two suggestions for scoring the final assignment rubric. Select the option that best meets your needs or develop your own grading system.

**Option 1:** This option provides one score for each submitted assignment.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric), for a total maximum score of 8. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
7-8	A	Excellent
5-6	B	Good
4	C	Adequate (Fair)
3 or below	D	Minimal

**Option 2:** This option provides two scores for each submitted assignment: one for written content and one for the use of key vocabulary. An advantage of separate scores is that you can weight students' comprehension and composition differently than you do their knowledge of vocabulary. It can also help you identify specific needs for future instruction.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric) and then score them separately. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
4	A	Excellent
3	B	Good
2	C	Adequate (Fair)
1	D	Minimal

The final grade may look like this: A/B (A for content and B for vocabulary use).