Objective: Students will be able to:

- Define community service.
- Describe the humanitarian contributions made by Roberto Clemente.
- Identify issues that affect their school or community.
- Develop a service project to help their school or community.

Time Required: 1 class period for lesson, longer for service project

Advance Preparation:
- Make copies of the “Roberto Clemente Bio” sheet for each student (included).
- OR
- Request a copy of one of the books listed below from your school library. The librarian may need a few days to get your request on loan.

Possible Sources:
- *Clemente!* by Willie Perdomo
- *Roberto Clemente (Rookie Biographies)* by Wil Mara
- *Roberto Clemente: Baseball’s Humanitarian Hero* by Herón Márquez
- *Roberto Clemente: Heroe del Beisbol/Baseball Hero* by Lila Guzman
- *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter
- *We’ll Never Forget You, Roberto Clemente* by Trudie Engel

Materials Needed:
- Paper
- Pencils

Vocabulary:
- **Community** - A social group of any size whose members reside in a certain area, share government, and often have a common heritage
- **Humanitarian** - Having concern for, or helping to improve, the welfare and happiness of other people
- **Service** - A helpful activity, aid
- **Volunteer** - A person who performs a service willingly and without pay
Applicable Common Core State Standards

**RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RF.3.3.**, **RF.4.3.**, **RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4.**, **RF.4.4.**, **RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.

**SL.3.1.**, **SL.4.1.**, **SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.
Character Education – Level 1

**SL.3.2., SL.4.2., SL.5.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**L.3.1., L.4.1., L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.2., L.4.2., L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Other Relevant National Learning Standards**
(Based on Mid-continent Research for Education and Learning)

**Civics. Standard 1. Level II [Grade: 3-5]** Understands ideas about civic life, politics, and government

**Civics. Standard 10. Level II [Grade: 3-5]** Understands the roles of voluntarism and organized groups in American social and political life

**Civics. Standard 27. Level II [Grade: 3-5]** Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities

**Civics. Standard 28. Level II [Grade: 3-5]** Understands how participation in civic and political life can help citizens attain individual and public goals
1. Start the lesson by asking students to provide an explanation of the word "community." Have students brainstorm characteristics of a community and create a class definition.

2. Engage students in a discussion about your community. Ask students to identify people and/or professions who help other members of your community. Have students elaborate on their answers by explaining what the various individuals do. Write student answers on the board or on a piece of chart paper.

3. Ask students to consider the people/professions they have identified. Why do these people help the community? Is it their job? Is it something they feel is important enough to do in their free time?

4. Write the phrase "community service" on the board. Guide students to understand that "community service" refers to any kind of work done to help improve a community.

5. Refer to the list created earlier in the lesson, point out that the people/professions listed earlier all provide community service.

6. Ask students if professional athletes belong on the list of community helpers. Explain that there are professional athletes who believe it is important to provide community service. Different athletes have different reasons for wanting to provide community service.

7. Ask students, “Why would an athlete be interested in helping his or her community?” (Possible answers could include: they want to show support for the people of their home city, they want to say "thank you" to local fans that have supported them on the field, etc.)

8. Explain that today students will be reading about baseball legend Roberto Clemente who is remembered not only for being a great ballplayer, but also for being a humanitarian.
9. Provide each student with the Roberto Clemente Bio (included) and give students time to read it on their own. You may also choose to read aloud another book of your choice about the life of Roberto Clemente (see source suggestions).

10. Have students summarize the bio or story. Discuss the meanings of any unfamiliar words.

11. In a written response, have students identify the major events of Roberto Clemente's life and address how those events affected his desire to do humanitarian work.

12. Introduce the activity.
1. Gather students for a walk either through the school (playground and lunchroom included) or through the neighborhood around the school. Ask students to keep an eye out for any problems they can spot that might affect the school or community.

2. When students return to the classroom, ask students to reflect upon their walk and write down any issues or problems they noticed. Students may also write down any other concerns they know about that affect their school or their community.

3. Engage students in a discussion about the problems they identified. What are some of the things in the school/community that need improvement? What could the class do to help out?

4. As students offer ideas, list them on the board under the heading: Community Service Projects. After all ideas have been given, review the list and let students know that they will choose which project they want to undertake as a class.

5. Choose a service project from the list by holding a class vote.

6. In the days ahead, have students prepare an action plan for how they will carry out their service project. Help students gather materials as necessary, and ensure that there are parents or volunteers available to help out.

7. Once the project is completed, hold a recognition event for students.

**Conclusion:**

To conclude this lesson and check for understanding, have students write a short report or a journal entry about their service project. In his or her report, each student should summarize the project and address the following questions:

- What did you like most about doing this service project?
- What did you enjoy least about doing this service project?
- What else can be done to address this problem in your school/community?
- How can you help out in the future?
Roberto Clemente

Roberto Clemente was born in Carolina, Puerto Rico. He had six older brothers and sisters. He loved baseball, but his family didn't have much money. They could not afford to buy baseball equipment. Clemente often practiced batting by using a stick and a tin can in place of a bat and a ball. He played baseball as often as he could. When he grew older, his hours spent practicing paid off when he made the major leagues in 1955.

Roberto Clemente played for the Pittsburgh Pirates for 18 years. During that time, he earned 12 Gold Glove Awards, won four batting awards and had 3,000 hits! He was an important part of the Pirates’ World Series victories in 1960 and 1971. Clemente’s powerful throwing arm earned him praise as “the greatest right fielder of all time.” He also was honored as the National League MVP in 1966.

While Clemente became well known for his accomplishments on the field, he never forgot his heritage. He worked to get other Latino baseball players the recognition they deserved, helped people in need across the United States and Central America, and held free baseball clinics for children in Puerto Rico. His work led to the creation of Sports City, an athletic complex in his hometown of Carolina, Puerto Rico. Sports City is a place where children of all backgrounds can develop their athletic skills.
On December 21, 1972 a massive earthquake hit the city of Managua, Nicaragua. The city was demolished, with thousands of people left homeless. Roberto Clemente grew passionate over the news that important supplies were not getting to people in need. He decided to do what he could to help. He organized the collection of food, clothing, and medical supplies. On December 31st, Clemente boarded a plane loaded down with those supplies and headed for Nicaragua. Not long after takeoff the plane suddenly lost altitude and crashed into the water. The crash killed all five men aboard the flight, including the 38-year-old Clemente.

Roberto Clemente was elected to the Baseball Hall of Fame in 1973. He was the first Latino American to be inducted. In memory of Clemente, Major League Baseball established the Roberto Clemente Man of the Year Award. This award recognizes baseball players who combine outstanding skills on the field with devoted work in the community.