Lesson 2 – Pre-Visit
Service - Roberto Clemente

Objective: Students will be able to:
- Define community service.
- Describe the humanitarian contributions made by Roberto Clemente, and winners of the Roberto Clemente Award.
- Research a report using the Internet.
- Develop a service project to help their school or community.

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

Advance Preparation:
- Arrange for class use of computers in the school library or media center.

Materials Needed:
- Internet access for student research
- Copies of the “Roberto Clemente Bio”“ sheet (included) – 1 for each student

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
Legacy - Anything handed down from the past
Service - A helpful activity, aid
Volunteer - A person who performs a service willingly and without pay
Applicable Common Core State Standards

**RI.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RI.6.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RI.8.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**W.6.2., W.7.2., W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.4., W.7.4., W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.6., W.7.6., W.8.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7., W.7.7., W.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8., W.7.8., W.8.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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


Civics. Standard 10. Level III [Grade: 6-8] Understands the roles of voluntarism and organized groups in American social and political life

Civics. Standard 14. Level III [Grade 6-8] Understands issues concerning the disparities between ideals and reality in American political and social life

Civics. Standard 27. Level III [Grade: 6-8] Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities

Lesson

1. To begin this lesson, ask students to share stories of people they know (average citizens) who have done something to help others in their community. Record student answers on the board or on a sheet of chart paper. (Possible examples might include: volunteering in a nursing home, cleaning up trash at a local park, etc.)

2. Ask students if any of them have ever participated in a service project before (with Boy Scouts, Girl Scouts, 4H, religious organizations, etc.). Encourage students to share their experiences with the class. Add students’ service projects to the list.

3. Have students consider the service examples listed. Why do 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. Review that "community service" refers to any kind of work done for the common good of the community. What is "the common good"?

5. Ask students if they are aware of any professional athletes who have done something in service to the community. Athletes have different reasons for wanting to provide community service. Ask students, “Why would an athlete be interested in giving back to the 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, etc.)

6. Pass out the “Roberto Clemente Bio” pages to each student. Explain that students will be discussing baseball legend Roberto Clemente and his legacy of humanitarian service.

7. Once students have finished reading, engage students in a classroom discussion about the following topics:
   - Roberto Clemente is thought of as a legendary baseball player. What was it that made him achieve this status? His baseball statistics? His humanitarian work off the field? Both?
   - Could Roberto Clemente be considered a hero? Why/why not?
   - What is the Roberto Clemente Man of the Year Award?
8. Explain that students will be working together to find out about the legacy of Roberto Clemente by researching recent recipients of the Roberto Clemente Man of the Year Award. Students will use the Internet to conduct research.

9. Divide students into pairs. Allow each pair to choose (or assign) one Roberto Clemente Award recipient.

- 2013 – Carlos Beltrán
- 2012 – Clayton Kershaw
- 2011 – David Ortiz
- 2010 – Tim Wakefield
- 2009 – Derek Jeter
- 2008 – Albert Pujols
- 2007 – Craig Biggio
- 2006 – Carlos Delgado
- 2005 – John Smoltz
- 2004 – Edgar Martinez
- 2003 – Jamie Moyer
- 2002 – Jim Thome
- 2001 – Curt Schilling
- 2000 – Al Leiter

10. Before allowing students to begin their research, review how to analyze and evaluate Internet sources of information.

11. Write down the following focus questions for the research exercise on the board and have students copy them down. Alternatively, you may distribute an assignment sheet with the focus questions listed.

- Who is the player? What is his background?
- Why did the player receive the Roberto Clemente Man of the Year Award?
- How is the player working for the common good?
- What caused the player to be interested in this type of community service?

12. Allow students time to research, take notes, and write a short bio of their player (like the one about Roberto Clemente used in this lesson). Students should produce a final typed copy of their bio to be turned in for credit.

13. Introduce the activity.
1. If possible, have someone who is in charge of the volunteer services in your community (or who is familiar with the voluntary services in your community) come to your classroom and speak to students about the service needs in your area.

2. Engage students in a discussion about service opportunities in your community. What are some of the things in the school/community that need improving? What could the class do to help out?

3. 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 be able to choose which project they want undertake as a class.

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

5. 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.

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

Conclusion:

To conclude this lesson, 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 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.