

Unit Four: Heading for Home

Lesson 1: Holding Out for a Hero

Lesson Overview:

When students speak of heroes, they sometimes refer to contemporary singers, actors, sports figures etc. But, what is a hero? Roberto Clemente was a great athlete and compassionate humanitarian. However, he is remembered as so much more. He is remembered as a hero – to the sport, to people around the world, and to Puerto Rico. This lesson will identify some characteristics of a hero and examine the heroic qualities of Roberto Clemente’s life.

Standards:

The following National Standards in History will be addressed:

Grades 5-12

Standard 1 The student thinks chronologically

Standard 4 The student conducts historical research

The following National Standards in Language Arts will be addressed:

Grades K-12:

[NL-ENG.K-12.2](#) Understanding the human experience

[NL-ENG.K-12.4](#) Communication skills

[NL-ENG.K-12.6](#) Applying knowledge

[NL-ENG.K-12.12](#) Applying language skills

Length of Lesson:

Two class periods

Objectives:

After completing this lesson, students will be better able to:

- Conduct biographical research.
- Define heroism.
- Identify heroic characteristics possessed by Roberto Clemente.

Supplies:

- Dry-erase or chalk board
- Pencil and paper

Instructional Plan:

Background Information:

Clemente’s first childhood hero was Monte Irvin, a Negro League outfielder who played for the San Juan Senadores during the Puerto Rican winter league season. Clemente is quoted as saying “...I used to watch Monte Irvin play when I was a kid. I idolized him. I used to wait in front of the ballpark just for him to pass by so I could see him.”

Clemente had heroes as an adult too. Clemente's heroes included President John F. Kennedy and Luis Muñoz Marin. He admired President Kennedy mainly for the Peace Corps program. Luis Muñoz Marin was an important political figure in Puerto Rico. Under his direction, Puerto Rico became a commonwealth of the United States. Clemente believed that Marin sacrificed the principle of independence for the betterment of Puerto Rico in its time of need.

After Roberto Clemente died, he was memorialized in many different ways. Statues have been erected in his honor and many schools have been named for him. He was even inducted into the Baseball Hall of Fame earlier than usual, with the normal five-year waiting period waived because of the tragic circumstances of his death. Clemente's spirit lives on because people identified with him and thought of him as their hero.

DAY I (One class period)

Warm-Up:

- *What are the characteristics of a **hero**?*
 - Write responses on board.
 - Ask each student to provide at least one characteristic.
- After the students have furnished characteristics, use those words as foundation to create a class definition for "Hero". Keep the definition accessible for students to refer to throughout the lesson.

Activity Discussion:

- After presenting the background information, have students name their heroes. Students must explain why those particular people are heroes to them. These can be famous people, relatives, teachers, or even friends. Ask students if their individual hero meets the class definition of hero.
- *What would you do to pay tribute to your **hero**?*

Activity Instructions:

- Have each student brainstorm creative ideas involving a tribute to their hero.
- Ask the students to draft a proposal letter for the tribute to the appropriate person, i.e. congressman, president, principal, public arts commission etc.

DAY II (One class period)

Activity Discussion:

- *Why is Roberto Clemente considered a **hero**?*

Activity Instructions:

- Students will research Roberto Clemente focusing on the two sides of his life – as an athlete and as a humanitarian.
- After their research is complete have students create two columns on a piece of paper, labeled "Clemente the Athlete" and "Clemente the Humanitarian."

- After the students distribute findings from their research into each of the columns, they must decide (for themselves), which side of his life made him a hero.
- *Which column do you think made a more lasting impression and impact on the world – Clemente's baseball career or his work as a humanitarian?*

Wrap-Up:

- How has this lesson helped you learn more about Roberto Clemente, the hero?
- Students will discuss their lessons learned from this activity.

Assessment:

Students should be assessed based on the following criteria:

- Participation in class discussion.
- Completion of tribute letter for DAY I activity.
- Volume and quality of research in DAY II activity.
- Conclusions drawn from the information acquired in class.

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Lesson 2: Exhilarating Exhibitions

Lesson Overview:

Using things gathered from home and materials produced during earlier **Beyond Baseball** activities, students organize an in-class exhibition that honors Clemente and other activists and humanitarians. The class decides who to include in their exhibit, how to organize the different themes, and what exhibit will look like. Students should compose text and labels to tell each humanitarian's story and describe the various materials in their exhibit. Visitors can be invited into the classroom to experience the student-generated exhibition.

- Students will need to bring to class an object, photo, news article or anything that represents an activist or a humanitarian act.
- Students will select the materials produced during past activities that represent Clemente as an activist and humanitarian
- Establish roles and responsibilities. (designer, curator, installer, etc.)
- Decide on the themes and a title for the exhibition
- Write and produce text and labels (Homework Sheet)
- Determine placement in classroom
- Prepare materials for display and install exhibit
- Invite others to view the exhibition

Standards:

The following National Standards in History will be addressed:

Grades 5-12

Standard 1: The student thinks chronologically

Standard 4: The student conducts historical research

United States History Standards:

Grades 5-12 - Era 9: Postwar United States (1945 to early 1970s)

Standard 4: Struggle for racial and gender equality and the extension of civil liberties:

Standard 4A: Student understands the "Second Reconstruction" and advancement of civil rights

Standards 5-12: Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. [Explain historical continuity and change]

The following National Standards in Language Arts will be addressed:

[NL-ENG.K-12.1](#) Reading for perspective

[NL-ENG.K-12.2](#) Understanding the human experience

[NL-ENG.K-12.4](#) Communication skills

[NL-ENG.K-12.6](#) Applying knowledge

[NL-ENG.K-12.8](#) Developing research skills

[NL-ENG.K-12.9](#) Multicultural understanding

[NL-ENG.K-12.12](#) Applying language skills

Length of Lesson:

Five class periods

Objectives:

After completing this lesson students will be better able to:

-Identify and describe characteristics of a good exhibition based on a review of the

Beyond Baseball: The Life of Roberto Clement website.

-Research, collect, display, and describe object or materials in an informal classroom exhibition.

Supplies:

- Exhibition Object Homework Activity Sheet
- Index cards
- Objects or materials for display
- Art supplies
- Label making supplies
- A/V equipment (CD player, personal computer, etc.)
- Easels
- Frames
- Wall space
- Tables

Instruction Plan:

Warm-up:

All students in class should visit the **Beyond Baseball: The Life of Roberto Clemente** website.

Activity Discussion:

- *What is an activist? What is a humanitarian?*
- *What did we see in the Beyond Baseball exhibition that suggested that Roberto Clemente was an activist? A humanitarian?*
- *Are there people we consider to be activists? Humanitarians? Why?*
- *Can you think of an object, photograph, or other materials that might represent that person and their qualities of activism and humanitarianism?*

Activity Instruction:
(See Lesson Overview)

Wrap-Up:

How has this activity helped acquire knowledge about the life and legacy of activists and humanitarians, including the life and legacy of Roberto Clemente?

Assessment:

Students should be assessed based on the following criteria:

- Naming and researching a humanitarian or activist.
- Delivering a representative object, image, or other material for inclusion in the exhibit.
- Writing text or labels for the exhibit.
- Fulfilling assigned exhibition role and responsibilities.
- Greeting visitors to the exhibition and providing information about the subject matter.

Name: _____

Exhibition Object Homework

Directions:

- Ask your parent/guardian for permission to bring an object, image, or related materials representing an activist or humanitarian to school for one week.
- Complete the statement by filling in the blank spaces with your own thoughts:

I feel that (name of person)

was/is an activist or humanitarian because:

This object represents him/her because:

