

# Unit Three: Rounding Third

## Lesson 1: Batting Practice

### Lesson Overview:

In the two activities in this lesson, students will use mathematical **formulas** to calculate a few of Roberto Clemente's career **statistics** and use visual arts skills to create a special baseball card with an action **portrait**.

### Standards:

The following National Mathematics Standards will be addressed:

[NM-NUM.6-8.1](#): Understand numbers, ways of representing numbers, relationships; among numbers, and number systems;

[NM-NUM.6-8.2](#): Understand meanings of operations and how they relate to one another

[NM-NUM.6-8.3](#): Compute fluently and make reasonable estimates.

The following National Visual Arts Standards will be addressed:

[NA-VA.5-8.2](#) Using knowledge of structures and functions

[NA-VA.5-8.3](#) Choosing and evaluating a range of subject matter, symbols, and ideas.

[NA-VA.5-8.5](#) Reflecting upon and assessing the characteristics and merits of their work and the work of others.

### Length of Lesson:

Two class periods

### Objectives:

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

- Express and understand statistical information
- Calculate particular statistics using set formulas
- Make meaning of Clemente's career achievements by using his baseball statistics as a basis for evaluating his athleticism and dedication to the game of baseball
- Use basic design and other art principles
- Use iconography, symbols and portraiture to convey ideas

### Supplies:

- Activity Sheet - Batting Practice
- Baseball cards
- Pencils, markers, colored pencils, or crayons

### Instructional Plan:

Teacher Background Information:

Begin this lesson by asking students the discussion questions listed below. Inform students that they will be learning about Roberto Clemente as an athlete using math and art.

DAY I (one class period):

Activity Discussion:

- *What does it mean to be an “athlete?”*
- *When you think of the word “athlete,” what images come to mind?*
- *Who is your favorite athlete? Why?*

Activity Instructions:

- Ask students if they have ever seen a baseball card.
- Pass out a baseball card for each student to look at.
- Ask students if they can explain what the “numbers” on the back of the cards represent.
- Introduce three formulas that the students will use to complete a baseball card:  
Formulas:

$$\text{Hits} \div \text{At Bats} = \text{Batting Average}$$

$$\text{At Bats} \times \text{Batting Average} = \text{Hits}$$

$$\text{Hits} \div \text{Batting Average} = \text{At Bats}$$

- Distribute Batting Practice - Activity Sheet.
- Demonstrate how to arrive at the answers needed for the years 1955, 1956 and 1957.
- Have students complete the statistics table on their own.

Day II (one class period):

When students are done with the mathematics portion of the activity (Day II), they will flip the Batting Practice activity sheet over and work on a portrait of Roberto Clemente as an athlete.

Activity Discussion: Discuss what a portrait is with students.

- Ask students: *What is a portrait?*
- Show students several portraits of Roberto Clemente (located on website)
- Discuss the purpose of using iconography and symbols in portraiture.
- Write student answers on the board to the following questions:
  - *What symbols do we use that represent words? (i.e. peace or women’s room)*
  - *Do colors have meanings? What meanings do they have?*

Activity Instructions:

- Tell students that they will be creating an action portrait of Roberto Clemente for a baseball card.
- Ask students: *What would it mean to create an action portrait? Can someone demonstrate?*
- Have students brainstorm ideas on how an athlete in action could be portrayed. Write ideas on the board.
- Allow students to complete lesson by drawing an action portrait.

Wrap-Up:

- Students discuss lessons learned from this activity.
- Students will share their artwork, citing why they chose particular colors, iconography, and symbols in their action portrait of Roberto Clemente.

**Assessment:**

Students work should be assessed based on the following criteria:

- Participation in class discussions.
- Completion of both activities.



# Roberto Clemente

This baseball card was created by: \_\_\_\_\_

Unit Three: Lesson 1  
Student Activity Sheet

**Player Name:** Roberto Clemente Walker (1934-1972)  
**Team:** Pittsburgh Pirates 1955-1972  
**Hometown:** San Anton, Carolina, Puerto Rico  
*Inducted into the Baseball Hall of Fame in 1973*

**Formulas:**

**Hits ÷ At Bats = Batting Average**

**At Bats x Batting Average = Hits**

**Hits ÷ Batting Average = At Bats**

Year	Hits	At Bats	Batting Average
1955		474	.255
1956	169		.311
1957	114	451	
1958		519	.289
1959	128	432	
1960	179		.314
1961		572	.351
1962		538	.312
1963	192		.320
1964	211	622	
1965		589	.329
1966	202		.317
1967	209	585	
1968	146		.291
1969	175		.345
1970		412	.352
1971		522	.341
1972	118	378	.312
<b>**Career</b>			

**\*\*Tally the Hits column and then the At Bats column. Use the appropriate formula to figure out Roberto Clemente's career batting average.**

Look at the baseball card that was given to you at the beginning of the lesson. Look at the scores and compare them to Roberto Clemente's. How are they different? How are they the same?

**Answer Key:**

Activity Part 1: **Batting Practice!**  
Selected Career Statistics for Roberto Clemente

Year	Hits	At Bats	Batting Average
1955	121	474	.255
1956	169	543	.311
1957	114	451	.253
1958	150	519	.289
1959	128	432	.296
1960	179	570	.314
1961	201	572	.351
1962	168	538	.312
1963	192	600	.320
1964	211	622	.339
1965	194	589	.329
1966	202	638	.317
1967	209	585	.357
1968	146	502	.291
1969	175	507	.345
1970	145	412	.352
1971	178	522	.341
1972	118	378	.312
**Career	3000	9454	.317

# Unit Three: Rounding Third

## Lesson 2: Poetry in Motion

### Lesson Overview:

Roberto Clemente was quoted many times during his eighteen-year career. Words are powerful tools that convey a particular person's perspective. In this lesson, Poetry in Motion, students will be asked to write a poem with four stanzas about Roberto Clemente. Each stanza will reflect one of the four central themes in Clemente's life. The four themes include Clemente's Puerto Rican culture and heritage; Clemente's athleticism, Clemente as a humanitarian and activist; and Clemente as a hero. Students will read quotes by Clemente and others who knew him. The quotes are related to each theme and grouped accordingly. Students will use the quotes to help create each stanza in their poem.

### Standards:

The following National Standards in Language Arts will be addressed:

#### Grades K-12:

[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-12.9](#) Multicultural understanding

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

### Length of Lesson:

One week (five class periods). One class period will be devoted to writing each stanza. On the final day students will combine their stanzas to reveal the completed poem.

### Objectives:

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

- Use poetry to express their ideas on specific topics – Roberto Clemente's Puerto Rican heritage and culture; what it means to be an athlete; what it means to be an activist or humanitarian; and the definition of heroism.
- Use first-person quotations as a foundation and inspiration for writing poetry.
- Utilize knowledge they have learned about Roberto Clemente to express new ideas.

### Glossary:

1. **Quotation (quote):** A reference or allusion in a work to a passage or element from another work.
2. **Poem:** A verbal composition designed to convey experiences, ideas, or emotions in a vivid and imaginative way, characterized by the use of language chosen for its sound and suggestive power and by the use of literary techniques such as meter, metaphor, and rhyme.
3. **Stanza:** One of the divisions of a poem composed of two or more lines usually characterized by a common pattern of meter, rhyme, and number of lines.

4. **Rhyme:** A poem or verse having a regular correspondence of sounds, especially at the ends of lines.
5. **Meter:** The rhythmic pattern of a stanza, determined by the kind and number of lines.
6. **Metaphor:** A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison.
7. **Free verse:** Verse composed of variable, usually unrhymed lines having no fixed metrical pattern.
8. **Shape Poetry:** Poetry can take on many formats, but one of the most inventive forms is for the poem to take on the shape of its subject. If the subject of your poem were of a flower, then the poem would be shaped like a flower. If it were of a fish, then the poem would take on the shape of a fish.
9. **Acrostic Poetry:** A poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence.
10. **Cinquain:** A non-rhyming poem of 22 syllables distributed as 2,4,6,8,2 in 5 lines. The first line is the title/noun (one word or 2 syllables), the second describes the first line (two words or 4 syllables), the third line shows action (three words or 6 syllables), the fourth line conveys a feeling (four words or 8 syllables), and the fifth line is a synonym for line one (one word or 2 syllables).

#### Supplies:

- Activity Sheets (4): Poetry in Motion – Culture; Poetry in Motion – Athlete; Poetry in Motion – Humanitarian; Poetry in Motion – Hero
- Pencil and paper for poetry writing

#### Instructional Plan:

##### Warm-Up:

- *What is a poem?*
- Define free verse poetry, acrostic poetry, cinquain poetry, and shape poetry for the students.

##### Activity Instructions:

- Each student will receive a page of quotes by or about Roberto Clemente. These quotes will reference Clemente through each of the four aforementioned themes.
- Students will read through the quotes and circle at least seven words from the Activity Sheet that they feel relate to the identified theme for that particular stanza.
- Students will then write a stanza using the selected words. As each stanza is completed another step will be taken towards the completion of the student's poem.

**Wrap-Up:**

- How has this lesson helped you learn more about Roberto Clemente's Puerto Rican heritage and culture; athleticism; activism and humanitarianism; and heroic actions.
- Students discuss lessons learned from this activity.

**Assessment:**

Students should be assessed based on the following criteria:

- Participation in class discussion.
- Utilization of the Clemente quotes for their poem.
- Conclusions drawn from the information acquired in class.
- Completion of each thematic stanza (culture, athlete, humanitarian, and hero) forming a complete poem.

Name: \_\_\_\_\_

## Poetry in Motion - Culture

*Directions: Circle at least seven inspirational words to use in your stanza about Clemente's Puerto Rican heritage and culture.*

“He had about him the touch of royalty.” - **Baseball Commissioner Bowie Kuhn**

“He fought for the cause of his companeros. He used to say ‘I don’t care if they’re Puerto Rican or not; they can be Dominican, Venezuelan, Cuban, Mexican, they’re Latinos, my people.’”

- **Hall of Famer Willie Stargell, Pirates teammate**

“Clemente is a great hero for all Latin players, especially Puerto Ricans.” – **Juan Gonzalez, 1997, while playing for the Texas Rangers. Gonzalez, as a youth, played baseball at the Roberto Clemente Sports City.**

“Few baseball fans even knew his real name during his lifetime. It wasn’t Roberto Walker Clemente, as many believed, but Roberto Clemente Walker. As per Puerto Rican custom, Roberto had two surnames; the first one represented the father’s last name (Clemente) and the second one came from the mother’s maiden name (Walker).” – **Bruce Markusen, biographer, in Roberto Clemente: The Great One**

“For me, I am the best.” – **Robert Clemente, showing pride in himself and his culture**

"The Sports City was my father's dream, a place where athletes could train, a place that offered programming to kids who might otherwise not get it. There's plenty of talent in Puerto Rico. What is needed are opportunities." – **Luis Roberto, son of Roberto Clemente**

“...These kids who are coming now, particularly the ones in Puerto Rico, have grown up with Clemente being the ideal... They pointed the way toward Latin America... His memory keeps that path lit to this day, and keeps people going back... I’ve heard more than one Latin scout say that an American general manager or a scout supervisor in the United States will tell them, ‘Find me a Clemente.’” – **Marcos Breton, baseball author and Latin American expert**

"He was so very great a man, as a leader and humanitarian, so very great an inspiration to the young and to all in baseball, especially to the proud people of his homeland, Puerto Rico.”

- **Baseball Commissioner Bowie Kuhn, 1973**

“... now it is 31 years since the accident, and I receive mail from fans of different ages. They use his name for babies and some send me the birth certificate to sign.” -**Vera Clemente, widow of Roberto Clemente**

Name: \_\_\_\_\_

## Poetry in Motion - Athlete

*Directions: Circle at least seven inspirational words to use in your stanza about Clemente as an athlete.*

“He gave the term ‘complete’ a new meaning. He made the word ‘superstar’ seem inadequate.” - **Former Baseball Commissioner Bowie Kuhn (1973 eulogy)**

“I would be lost without baseball. I don’t think I could stand being away from it as long as I was alive.” - **Roberto Clemente**

“The more I think about it,” I [am] convinced that God wanted me to play baseball.” - **Roberto Clemente as told to a Pittsburgh reporter in 1972**

“When I was a little kid, the only thing I used to do was play ball all the time.” - **Roberto Clemente**

“He was the greatest natural athlete I have ever seen as a free agent.” - **Alex “Al” Campanis, Dodgers’ chief scout in the Caribbean**

“He was inexperienced, but you could see the natural talents of speed, powerful body and a magnificent throwing arm.” He just knocked your eyes out with the things he could do. Physically, he threw the ball so well.” - **Nellie King, Pirates pitcher and broadcaster**

“This is a great game. It can do a lot for you, but only when you give it all you can.” - **Roberto Clemente**

“(Roberto) Clemente could field the ball in New York and throw out a guy in Pennsylvania.” - **broadcaster Vin Scully**

“The big thing about (Roberto) Clemente is that he can hit any pitch. I don’t mean only strikes. He can hit a ball off his ankles or off his ear.” - **Hall of Fame pitcher Juan Marichal**

“I am more valuable to my team hitting .330 than swinging for home runs.” - **Roberto Clemente**

“He was the one player that players on other teams didn’t want to miss. They’d run out of the clubhouse to watch him take batting practice. He could make a 10-year veteran act like a 10 year old kid.” – **Pirates pitcher Steve Blass**

“I believe we owe something to the people who watch us. When we don’t try 100 percent, we steal from them.” – **Roberto Clemente**

## Poetry in Motion - Humanitarian

*Directions: Circle at least seven inspirational words to use in your stanza about Clemente as a humanitarian.*

“I am from the poor people. I represent the poor people. I like workers. I like people that suffer because these people have a different approach to life from the people that have everything and don’t know what suffering is.” - **Roberto Clemente**

“I want to be remembered as a ballplayer who gave all he had to give.” – **Roberto Clemente**

“Anytime you have an opportunity to make a difference in this world and you don’t, then you are wasting your time on Earth.” - **Roberto Clemente**

“I go out to different towns, different neighborhood... I get kids together and talk about the importance of sports, the importance of being a good citizen, the importance of respecting their mother and father.” - **Roberto Clemente**

“Everyone knows I’ve been struggling all my life. I believe that every human being is equal, but one has to fight hard all the time to maintain that equality” - **Roberto Clemente**

“I still see him sometimes when I am alone. People remember him as a ballplayer, but he was much more. He was a father, a husband, a wonderful man.” - **Vera Clemente**

“Roberto Clemente played the game of baseball with great passion. That passion could only be matched by his unrelenting commitment to make a difference in the lives of the less fortunate and those in need. People saw Roberto as a great ballplayer and humanitarian. He was also a great father, husband, teammate and friend.” – **Pirates catcher, Manny Sanguillen, Clemente’s best friend on the team**

“I want to have three baseball fields, a swimming pool, basketball, tennis, and a lake where fathers and sons can get together, all kinds of recreational sports.” – **Roberto Clemente referring to Sports City**

“...the idea came to him when we used to look at old movies on TV about Father Flanagan and Boys Town. That’s when he said he would like to do something of the same magnitude in Puerto Rico for the kids.” - **Joe Christopher, outfielder from the Virgin Islands and a teammate of Clemente with the Pirates**

“Roberto’s body didn’t appear because God wanted us to remember him as he was: That handsome Negro, so strong, so beautiful within and without.” - **Ruth Fernández, Singer and celebrity who lived in Puerto Rico and was a friend of Clemente.**

## Poetry in Motion: Hero

*Directions: Circle at least seven inspirational words to use in your stanza about Clemente, the hero.*

"Not only was he one of the best baseball players ever, but he was a great human being as well." - **Juan Gonzalez, Texas Rangers**

"Roberto Clemente was a legendary figure both as a player and a humanitarian. I have long been aware of his heroic efforts on behalf of others, and to have my name associated with his is a very special honor." - **Al Leiter, major league pitcher and winner of the 2000 Roberto Clemente Award**

"This is a tremendous honor (winning the 2002 Roberto Clemente Award), to be considered in the same class as Roberto Clemente. He is a hero and role model for all of us who play the game and strive to be as good a player and person as he was." - **Jim Thome, All-Star first baseman**

"This is where you belong. Someday they will be taking pictures of your shrine." – **Fan's comment to Roberto Clemente during a visit to the Baseball Hall of Fame in Cooperstown, NY, 1968**

"Well I remember being stunned by the news. I mean it just seemed so impossible. Clemente was immortal. He wasn't going to die in an airplane crash. I was shocked." – **Baseball Commissioner Bowie Kuhn**

"This is a momentous last triumph, and if he were here, he would dedicate it to our people of Puerto Rico, our people in Pittsburgh, and to all his fans throughout the United States. Thank you." - **Vera Clemente, on the occasion of Clemente's induction into the Baseball Hall of Fame, 1973**

"Babies are dying over there, they need supplies." – **Roberto Clemente after the earthquake in Nicaragua**

"So very great was he as a player, so very great was he as a leader, so very great was he as a humanitarian in the cause of his fellow men, so very great was he as an inspiration to the young and to all of us in baseball and throughout the world of sports, and so very great was his devotion to young people everywhere and particularly to the young people of native island of Puerto Rico. Having said all those words, they are very inadequate to describe the real greatness of Roberto Walker Clemente." - **Baseball Commissioner Bowie Kuhn, on the occasion of Clemente's induction into the Baseball Hall of Fame, 1973**