

Unit Two: Stealing Second

Lesson 1: History in the Making

Lesson Overview:

Students create a collaborative, illustrated timeline which represents a variety of events occurring during Clemente's baseball career.

Use the following tips for reading online materials:

- Skim relevant websites looking for information directly related to your topic.
- Record in your notes only those words, phrases, and pieces of information you need. If you're using a word processor, do not copy! Paraphrase the most relevant information.
- Be sure to cite sources as you use them. Copy and paste the URL to create a record of what sites you've visited.
- When you find a useful website, remember to explore its related links to other sites. It's like using the bibliography at the end of a good article.
- Don't get sidetracked during your search. Keep track of how deeply you are researching particular sub-topics and be sure to return to the referring website to come up for "air".
- You may need to bookmark pages. Be careful, it's easy to bookmark, then not take the time to return to the site. The same goes for printing. Record the information now, rather than reading the printed information later.

Standards:

The following National Standards for 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

Length of Lesson:

Three class periods

Objectives:

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

-Conduct on-line research.

-Gather and synthesize information from on-line sources.

Supplies:

- Classroom timeline
- Index cards
- Markers and adhesive tape
- Activity Sheet - Surf It

Instructional Plan:

DAY I (one class period)

Warm-up:

Divide class into four groups. Distribute the front page of various sections of the current day's newspaper to each group [i.e. World, Style, Local, Sports]. Instruct students to circle the main or important stories of the day from each section. Have each group share their "headlines" with the class. Record this collaborative list on the board.

Activity Discussion:

Use the following to inform classroom discussion before breaking up into groups

- "Life is like a game of baseball. You play it everyday. It isn't just the breaks you get but the kind of game you play." - - Jim "Mudcat" Grant, pitcher and teammate of Roberto Clemente
- What was Roberto Clemente's real "game?" He was much more than a baseball player. His awards and statistics propelled him to superstar status, but what made him legendary? Was Clemente apart from and above other sports stars? Why? He was a human being that cared deeply for other human beings. He possessed a strong work ethic, deep cultural pride and respect, and the determination to help others in any way he could. He was a humanitarian.
- Today's headlines become tomorrow's history. How do we learn more about yesterday's headlines? Is the internet a good source for learning more about yesterday?
- What should we keep in mind when using content found on the internet in our research? Discuss reliable versus unreliable sources and the importance of citing work found online.

DAY II (two class periods)

Activity Instruction:

Part One: (one class period)

- Arrange for class use of computers.
- Distribute Surf It Activity Sheet. Allow students to select an event from the activity sheet that interests them.
- Instruct students to conduct their online research.
- Encourage the use of reputable search engines.

Part Two: (one class period)

- Hang a timeline covering each year during the 60's and 70's in the classroom.
- Distribute large index cards to students, along with markers.
- Have each student create a headline on the index card that encapsulates the event they researched.
- Instruct each student to visit the timeline and place their headline in the correct position on the timeline.
- Once all headlines are attached to the timeline, allow students to experience the finished project up close. Encourage discussion.
- Allow for questions from students regarding specific events. Students can direct their questions to the researcher/writer of the specific headline.

Wrap-Up:

- How has this activity helped you to build knowledge and opinions about history and the life and legacy of Roberto Clemente?

Assessment:

Students should be assessed based on the following criteria:

- Research questions are clearly answered for the chosen event.
- Timeline headlines accurately represent and inform about each event.
- Students answer peer questions using facts gathered through on-line research.

Surf It!

Check out the list of events below. All terms represent events occurring during the 1960's and 1970's. What was happening in Clemente's world?

1. Select an event that interests you from the list below. Conduct web-search using an on-line search engine to learn more about the topic.
2. Write a newspaper headline representing your event on a post-it note and attach it to the classroom timeline. Discuss the timeline with classmates.

The 60's

President John F. Kennedy
The "Twist"
Volkswagen Beetle
Soviet Yuri Gagarin becomes the first man in space
The Bay of Pigs Invasion
The Cuban Missile Crisis
Introducing the Beatles
MLK "I Have a Dream Speech"
The Assassination of MLK
Big Bird and Friends (Sesame Street)
John Coltrane, Jazz Musician
Miranda v. Arizona
Vietnam War
Sit-ins, Flower Children
Woodstock

The 70's

War on poverty and drugs
Vietnam War protests
Civil Rights
Roots airs
Star Wars
Fashion
Women's Rights / Equal Rights Amendment
Jim Morrison / Jimi Hendrix / Janis Joplin
M*A*S*H, All in the Family, and TV sitcoms
Nixon & Watergate
Arthur Ashe wins Wimbledon
Jackie Robinson's death
Saturday Night Live
Death of Mao Zedong
Apartheid

Unit Two: Stealing Second

Lesson 2: Trading Places

Lesson Overview:

Using situation cards (provided) based on events in Roberto Clemente's life, students will interpret and dramatize the situations, discussing their reactions to those events. The technique of role-play is introduced here to encourage students to identify with Roberto Clemente and to deepen empathy with victims of prejudice and discrimination.

The following link, <http://www.artsedge.kennedy-center.org/content/3282/>, provides an introduction to role-playing as a classroom technique for activating the imagination.

Standards:

The following National Theatre Standards will be addressed:

Grades 5-8:

[NA-T.5-8.2](#) Acting by developing basic acting skills to portray characters that interact in improvised and scripted scenes

Length of Lesson:

Four class periods

Objectives:

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

- Present a dramatic portrayal of a real-life situation.
- Identify a discriminatory act.
- Articulate how an individual feels when discriminated against.

Supplies:

Situation Card Activity Sheet

Instructional Plan:

Background Information:

“Latin American Negro ballplayers are treated much like all Negroes were treated in baseball in the early days of the broken color barrier. They are subjected to prejudices and stamped with generalizations. Because they speak Spanish among themselves, they are set off as a minority within a minority and they bear the brunt of the sport's remaining prejudices.”

--Roberto Clemente

The concept of segregation was initially unfamiliar to Clemente. In his native home of Puerto Rico black teams often visited to play because racial barriers prevented them from playing in the U.S. Further, unlike America, white major leaguers would compete against blacks in Puerto Rico.

Early in his career, Clemente was often forced into separate sleeping quarters and denied the opportunity to travel and eat with his teammates. Clemente's refusal to submit meekly to such treatment spurred his reputation as a troublemaker in the media. It also encouraged his activism. In the 1960s Clemente met with Martin Luther King, Jr. to discuss issues relating to minorities in American society.

In the 1950s and 1960s racism in America could take many forms, as Clemente found out. For years he tried to establish himself as a ballplayer of note, but was continually overlooked. The media rarely recognized him, even when he excelled on the field.

Voicing a sentiment widely held by African-American and Latino athletes of his day, Clemente argued that "the Latin player doesn't get the recognition he deserves. Neither does the Negro unless he does something really spectacular." Clemente would fight this type of prejudice against people of color by speaking out for the rest of his life, both on and off the field.

"Roberto defended the cause of the Latinos, and they owe him a lot. Clemente wasn't a star after he hit his 3000th hit; he was a star a couple of years after he rose to the big leagues. But the image-makers, the press denied him the credit he deserved. I think this made him try to prove that a Puerto Rican was as good as anyone in America..." --
Pedrin Zorrilla, Puerto Rican baseball team owner

Clemente never let these intentional omissions pass quietly. He brought the unfair treatment of Latin Americans to the attention of the nation. This level of activism was expected from politicians, but not athletes. Thus he was often viewed as angry and even hostile.

After helping the Pirates win their first National League pennant in 33 years in 1960, the Puerto Rican star finished only 8th in the National League's Most Valuable Player (MVP) balloting. This poor placement in the balloting confirmed for Clemente that Latino players were not being treated fairly.

Clemente was determined foster respect for Latino players. Finally, in 1966, he received the MVP honor. His superior skill could no longer be overlooked or denied.

After winning MVP in 1966, Clemente said, "This makes me happy because now people feel that if I could do it, then they could do it. The kids have someone to look to and to follow. That's why I like to work with kids so much. I show them what baseball has done for me, and maybe they will work harder and try harder and be better men."

Activity Instruction:

(2-3 class periods)

- Introduce students to role-playing techniques
- Practice physical expressions of an emotion. Have students use their faces and bodies to express a particular emotion (fear, passion, anger, ambivalence, etc.)
- Distribute a copy of the Situation Card to each student in the class.
- Have students underline all action words in the situation card stories.
- Instruct students to identify, then list emotions expressed during the situation.
- Divide class into three groups.
- Assign each group a situation.
- Each group should select a leader/director, all other students are actors.
- The group should decide upon the beginning, middle and end of the assigned situation.
- Using characterization and storytelling the students should act out the situation.
- Several rehearsals may be needed before the situation can be presented to the class.

Wrap-Up:

How has this activity helped you to build new knowledge and opinions about racism and the life and legacy of Roberto Clemente?

Assessment:

Students should be assessed based on the following criteria:

- Evidence of performance value (articulation, projection, physical expression)
- Ability to capture the essential qualities of a character and the essential ingredients of a story.



SITUATION CARD

1. He always loved baseball...

“Even as a young child, Roberto loved to play ball. He would lie down in bed and throw a rubber ball against the wall, back and forth, back and forth. As he grew, he would look for other children in the barrio to play with. I’d send him to the store on an errand, and he’d be gone for hours.” – **Luisa Clemente, Roberto’s mother**

2. School Days

“In school Roberto was very shy and respectful”, recalled his tenth-grade history teacher at the Julio C. Vizcarrondo High School in Carolina. When he came to her class at the age of fourteen, Roberto chose the last seat in the room, and when she asked him a question, he answered with his face down, looking at the floor--a traditional sign of respect for one’s elders. But despite his shyness, his former teacher retains one vivid image of young Roberto recollecting, “I will always remember his big hands, those big hands that would express what he would not say in words”

3. Living with Racism

“There is a furniture store in New York which is eleven stories high, and each floor has a different display. The quality and price of the furniture is best on the ground floor, and the most modestly priced items are on the top floor. Both Vera and I were impressed with the furniture on the first floor. We asked the salesman and he began to cough and fidget around, without telling us the price. ‘Look sir,’ he said. ‘I think we have something better for you on the sixth floor. Come with me please.’ We went to the sixth floor, but the truth is, after seeing it we still like the furniture on the first floor. We let the salesman talk on and on, but we finally said we didn’t like it a preferred the stuff downstairs. He finally told us, ‘It seems to me that it might be a little too high for you; they’re very expensive items.’ By chance I had just cashed a check at the Chemical Bank for \$5,000, four bills of \$1,000 and the rest in small denominations. I pulled out the thick wad of bills and asked, ‘Will it cost more than this?’ He didn’t know what to do for me. He asked my name, and after I told him he asked if I was THE Roberto Clemente. When I said yes, he went wild and called the other employees over. Then smiling the salesman said, ‘where shall we send the furniture sir?’ I told him ‘Nowhere. We don’t want it any longer.’ The man kept insisting, he was friendly now, but I told him, ‘We don’t want anything from this place because you haven’t treated me like a human being.’ Before he knew who I was, just because I am black and Puerto Rican, he had figured out what I could afford. I didn’t want to do business with that kind of person.” –**Roberto Clemente remembering an incident involving prejudice**