



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 3: Overview



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### Unit 3: Culminating Project: Expert Groups Research and Writing an Opinion Letter

In this unit, students choose to research about either Roberto Clemente or Althea Gibson: two respected American sports figures. Students will develop their understanding of the cultural context in which these athletes competed and the barriers these athletes broke during the times in which they lived. Students will build their research skills by reading biographical articles and other informational texts. They will read, reread, and synthesize, taking notes and choosing one of two different organizational structures (chronological or order of importance) with which to organize their ideas. For their mid-unit assessment, they will synthesize their notes in a graphic organizer, which they will return to later in the unit when writing their letter to a publisher (the Performance Task). During the second half of the unit, students will step back from their own research to participate in some “shared writing.” With teacher support, the class will write and revise a model letter to a publishing company as if they were Sharon Robinson, explaining the need for a biography to be written for elementary students about her father, Jackie

Robinson, and his legacy. (They will draw from their opinion essays from their End of Unit 2 Assessment.) This shared writing experience will help students continue to build their skills to write arguments based on multiple sources, focusing on crafting clear opinions and providing sufficient reasons and evidence. After this guided practice experience, students will return to writing about the athlete they researched. For their end of unit assessment, students will write their best independent draft of their letter to a publishing company, explaining the need for a biography about their chosen athlete, in which they discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and his or her impact on American society through her or his legacy. They must support their opinion with evidence from their research. They then participate in critique and feedback from peers and the teacher in order to improve on their draft. Students then read their letters out loud to the class. This written performance task centers on NYSP12 ELA Standards RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, L.5.1, L.5.2, and L.5.6.

#### Guiding Questions And Big Ideas

- **How have athletes broken barriers during the historical era in which they lived?**
- **What do biographical texts teach us?**
- *Athletes are leaders: strong physically and mentally, with unique opportunities to lead.*
- *Individuals are shaped by and can shape society.*
- *Biographical texts about individuals also tell a bigger story from which we can learn.*



<b>Mid-Unit 3 Assessment</b>	<p><b><i>Notes and Graphic Organizer for a Letter to a Publisher</i></b></p> <p>This assessment centers on NYSP12 ELA Standards RI.5.9, W.5.1, W.5.7, and L.5.6. This mid-unit assessment is a planning task leading up to students' Final Performance Task. After reading informational biographical texts about Althea Gibson or Roberto Clement, students will organize their notes from these texts in a new graphic organizer. In their graphic organizer, students must state their opinion about why a biography should be published for fifth-graders about this athlete, and provide at least three clear reasons and supporting evidence. Students' graphic organizers must be clearly organized in one of two organizational structures: either chronological order or order of importance. They also must incorporate key vocabulary terms they have learned through their reading.</p>
<b>End of Unit 3 Assessment</b>	<p><b><i>Draft Letter to a Publisher</i></b></p> <p>This assessment centers on NYSP12 ELA Standards RI.5.9, W.5.1, and W.5.4. Students will write a first draft of their Final Performance Task of a letter to a publishing company stating their opinion that a biography should be published for fifth-graders about their researched athlete's legacy, and support their opinion with reasons and evidence from their research.</p>

<b>Content Connections</b>
<p>This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.</p>

<b>NYS Social Studies Core Curriculum</b>
<p>Theme 1: Individual development and cultural identity: "Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences."</p>



**Texts for Roberto Clemente**

1. Roberto Clemente's Gifts From the Heart," in *Scholastic News*, as found at <http://www.scholastic.com/browse/subarticle.jsp?id=4786>.
2. Lynn C. Kronzek, "Roberto Clemente," in *Great Athletes* (Hackensack: Salem Press, 2001) 453 (940L), as found at [http://salempress.com/store/samples/athletes/athletes\\_clemente.htm](http://salempress.com/store/samples/athletes/athletes_clemente.htm)
3. Ozzie Gonzales, "The Great Roberto Clemente—Latino Legends in Sports," as found at <http://www.latinosportslegends.com/clemente.htm>.

**Texts for Althea Gibson**

1. "Gibson, Althea (1927-2003)," Reviewed by Frank V. Phelps. *The New Book of Knowledge*. Grolier Online, 2013. Web. 15 Oct. 2013. © 2013 Scholastic Inc. All rights reserved.
2. "Notable Southerners: Althea Gibson," as found at [www.punctuationmadesimple.com/files/Althea\\_Gibson.doc](http://www.punctuationmadesimple.com/files/Althea_Gibson.doc).
3. 112th Congress, "H.R. 4130: The Althea Gibson Excellence Act," March 1, 2012, as found at: <http://www.govtrack.us/congress/bills/112/hr4130/text>.



**This unit is approximately 3.5 weeks or 15 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 1</b>	Introducing New Athletes to Research: Althea Gibson and Roberto Clemente	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)               <ol style="list-style-type: none"> <li>I can prepare myself to participate in discussions.</li> <li>I can draw on information to explore ideas in the discussion.</li> <li>I can ask questions that are on the topic being discussed.</li> </ol> </li> <li>I can summarize information that is presented in pictures and/or numbers. (SL.5.2)</li> <li>I can use several sources to build my knowledge about a topic. (W.5.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations and ask questions about the athletes Althea Gibson and Roberto Clemente.</li> <li>I can summarize information about each athlete after viewing images and text during a Gallery Walk.</li> <li>I can determine which athlete I am most interested in researching and justify my selection with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Summary statement (in journal)</li> <li>Index card: Choice and Justification statement</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> <li>I Notice/I Wonder protocol</li> <li>Ink-Pair-Share protocol</li> </ul>
<b>Lesson 2</b>	Research: Close Read of Text 1 for Each Expert Group	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can use several sources to build my knowledge about a topic. (W.5.7)</li> <li>I can document what I learn about a topic by taking notes. (W.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to build background knowledge about my athlete by using one of several sources.</li> <li>I can identify evidence from the text about how an athlete broke barriers and created a legacy.</li> <li>I can develop an opinion about an athlete's legacy based on evidence I identify in the text.</li> <li>I can support my opinion about an athlete's legacy with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Journal (gist statement, opinion, and two reasons)</li> <li>Students' coded Text</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share protocol</li> <li>Chalk Talk protocol</li> <li>Expert Group Norms</li> <li>Features of Informational Text</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 3</b>	Organizing an Opinion, Reasons, and Evidence: Text 1 for Each Expert Group	<ul style="list-style-type: none"> <li>• I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>a. I can create an organizational structure in which I group together related ideas.</li> <li>b. I can identify reasons, facts, and details that support my opinion.</li> </ul> </li> <li>• I can use several sources to build my knowledge about a topic. (W.5.7)</li> <li>• I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>• I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can logically group together related reasons and evidence that support my opinion by using a graphic organizer.</li> <li>• I can determine the meaning of new words and phrases from context in an article about an athlete.</li> <li>• I can revise my opinion, supporting reasons, or evidence about an athlete based on new understandings of key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals (graphic organizer with opinion, reasons, and evidence)</li> <li>• Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>• Words about Barriers</li> <li>• Words about Legacy</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 4</b>	Research: Close Read of Text 2 for Each Expert Group	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons, facts, and details that support my opinion.</li> </ul> </li> <li>I can use several sources to build my knowledge about a topic. (W.5.7)</li> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to build background knowledge about my athlete by using one of several sources.</li> <li>I can identify evidence from the text about how an athlete broke barriers and created a legacy.</li> <li>I can revise my opinion about an athlete's legacy based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Journals (gist statement, graphic organizer with revised opinion)</li> <li>Students' coded Text 2</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Talk protocol</li> <li>Expert Group Norms</li> </ul>
<b>Lesson 5</b>	Organizing an Opinion, Reasons, and Evidence: Text 2 for Each Expert Group	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons, facts, and details that support my opinion.</li> </ul> </li> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.</li> <li>I can determine the meaning of new words and phrases from context in an article about an athlete.</li> <li>I can revise my supporting reasons and evidence based on new understandings about key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Journals (Group Opinion, Reasons and Evidence graphic organizer)</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Strategies</li> <li>Words about Barriers</li> <li>Words about Legacy</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 6</b>	Research: Close Read of Text 3 for Each Expert Group	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons, facts, and details that support my opinion.</li> </ul> </li> <li>I can use several sources to build my knowledge about a topic. (W.5.7)</li> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to build background knowledge about my athlete by using one of several sources.</li> <li>I can identify evidence from the text about how an athlete broke barriers and created a legacy.</li> <li>I can revise my opinion about an athlete's legacy based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Journals (gist statement, graphic organizer with revised opinion)</li> <li>Students' coded Text 3</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Talk protocol</li> <li>Features of Informational Text</li> <li>Expert Group Norms</li> </ul>
<b>Lesson 7</b>	Organizing an Opinion, Reasons, and Evidence: Text 3 for Each Expert Group	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can use several sources to build my knowledge about a topic. (W.5.7)                   <ul style="list-style-type: none"> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons, facts, and details that support my opinion.</li> </ul> </li> </ul> </li> <li>I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.</li> <li>I can determine the meaning of new words and phrases from context in an article about an athlete.</li> <li>I can revise my supporting reasons and evidence based on new understandings about key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Journals (graphic organizer with opinion, reasons and evidence)</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Strategies</li> <li>Words about Barriers</li> <li>Words about Legacy</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 8</b>	Mid-Unit Assessment: Notes and Graphic Organizer for a Letter to a Publisher	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons, facts, and details that support my opinion.</li> </ul> </li> <li>I can use several sources to build my knowledge about a topic. (W.5.7)</li> <li>I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my opinion then choose the reasons and evidence from my notes that best support my opinion about my athlete.</li> <li>I can logically group together related reasons and evidence that support my opinion about my athlete on a graphic organizer I create.</li> <li>I can accurately use key vocabulary about barriers and legacy in my opinion, reasons, and evidence.</li> <li>I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment</li> <li>Tracking My Progress, Mid-Unit 3 recording form</li> </ul>	<ul style="list-style-type: none"> <li>Words about Barriers</li> <li>Words about Legacy</li> </ul>
<b>Lesson 9</b>	Whole Class Model Letter Writing, Introduction: Opinion, Reasons, and Evidence about Jackie Robinson's Legacy	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can introduce the topic of my opinion piece.</li> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can identify reasons that support my opinion.</li> </ul> </li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can develop an opinion (with my peers) based on multiple pieces of evidence from <i>Promises to Keep</i> about Jackie Robinson's legacy.</li> <li>I can identify reasons and evidence (with my peers) to support our opinion about Jackie Robinson's legacy.</li> <li>I can write a paragraph (with my peers) to introduce the topic and our opinion in a letter to a publisher.</li> </ul>	<ul style="list-style-type: none"> <li>Journal (Group Opinion, Reasons, and Evidence graphic organizer)</li> </ul>	<ul style="list-style-type: none"> <li>Class Opinion, Reasons, and Evidence graphic organizer</li> <li>Opinion Letter rubric</li> <li>Criteria for Writing Opinion Essays</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 10</b>	Whole Class Model Letter Writing: Organizing Reasons and Evidence and Using Transition Words	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can create an organizational structure in which I group together related ideas.</li> <li>I can use linking words to connect my opinion and reasons.</li> </ul> </li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>I can summarize or paraphrase information in my notes and in finished work. (W.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can organize reasons and evidence logically (with my peers) to support our opinion about Jackie Robinson's legacy.</li> <li>I can use linking words (with my peers) to connect our opinion and reasons in our letter to a publisher.</li> <li>I can write reason body paragraphs (with my peers) to support our opinion in a letter to a publisher.</li> </ul>	<ul style="list-style-type: none"> <li>Group reason body paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> <li>Linking Words</li> <li>Class Opinion, Reasons, and Evidence graphic organizer</li> <li>Criteria for Writing Opinion Essays</li> <li>Opinion Letter rubric</li> </ul>
<b>Lesson 11</b>	Whole Class Model Letter Writing (Concluding Statement) and Preparing for End of Unit Assessment	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>I can construct a concluding statement or section for my opinion piece.</li> </ul> </li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>I can provide a list of sources I used to gather information. (W.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a conclusion statement (with my peers) for our opinion letter to a publisher.</li> <li>I can create a list of sources used in gathering evidence for writing an opinion letter.</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group concluding statements</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for Writing Opinion Essays</li> <li>Opinion Letter rubric</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 12</b>	End of Unit Assessment: Writing a Draft Letter to a Publisher about an Athlete's Legacy	<ul style="list-style-type: none"> <li>• I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>• I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>a. I can introduce the topic of my opinion piece.</li> <li>b. I can create an organizational structure in which I group together related ideas.</li> <li>c. I can identify reasons that support my opinion.</li> <li>d. I can use linking words to connect my opinion and reasons.</li> <li>e. I can construct a concluding statement or section for my opinion piece.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write a paragraph to introduce the topic and my opinion about the athlete I researched in a letter to a publisher.</li> <li>• I can organize reasons and evidence logically to support my opinion about the athlete I researched.</li> <li>• I can write reason body paragraphs to support my opinion about the athlete I researched in a letter to a publisher.</li> <li>• I can use linking words to connect my opinion, reasons, and evidence about the athlete I researched in a letter to a publisher.</li> <li>• I can write a conclusion statement for my opinion about the athlete I researched in a letter to a publisher.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 3 Assessment</li> <li>• Tracking My Progress, End of Unit 3 recording form</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Letter rubric</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 13</b>	Revising Draft Letters to a Publisher about an Athlete's Legacy: Critique and Feedback, Part I	<ul style="list-style-type: none"> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)               <ul style="list-style-type: none"> <li>b. I can follow our class norms when I participate in a conversation.</li> <li>c. I can ask questions that are on the topic being discussed.</li> <li>c. I can connect my questions and responses to what others say.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can provide and receive feedback about my letter to a publisher by following class norms.</li> <li>• I can focus on revising specific elements of my letter, based on given criteria.</li> <li>• I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Letter Rubric (with peer feedback)</li> <li>• Revised letter</li> <li>• Group Norms and Critique Criteria evaluation form (teacher resource)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Critique protocol</li> <li>• Expert Group Norms</li> </ul>
<b>Lesson 14</b>	Revising Draft Letters to a Publisher about an Athlete's Legacy: Using Critique and Feedback, Part I	<ul style="list-style-type: none"> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)               <ul style="list-style-type: none"> <li>b. I can follow our class norms when I participate in a conversation.</li> <li>c. I can ask questions that are on the topic being discussed.</li> <li>c. I can connect my questions and responses to what others say.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can provide and receive feedback about my letter to a publisher by following class norms.</li> <li>• I can focus on revising specific elements of my letter, based on given criteria.</li> <li>• I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Letter Rubric (with peer feedback)</li> <li>• Revised letter</li> <li>• Group Norms and Critique Criteria evaluation form (teacher resource)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Critique protocol</li> <li>• Expert Group Norms</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 15</b>	Author's Read: Final Performance Task	<ul style="list-style-type: none"> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)               <ul style="list-style-type: none"> <li>b. I can follow our class norms when I participate in a conversation.</li> <li>c. I can ask questions that are on the topic being discussed.</li> <li>c. I can connect my questions and responses to what others say.</li> </ul> </li> <li>• I can report on a topic or text using organized facts and details. (SL.5.4)</li> <li>• I can speak clearly and at an understandable pace. (SL.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can read my revised letter to a publisher aloud clearly and at an understandable pace.</li> <li>• I can give feedback to my peers about how clearly they read their writing aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Task</li> <li>• Guiding Question Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Expert Group Norms</li> </ul>



#### Optional: Experts, Fieldwork, And Service

**Experts:**

- Arrange for an athletic director, coach, sportscaster, or local well-known athlete to speak with students about the history or cultural significance of sports in America.

**Fieldwork:**

- Take the class to a local Sports Hall of Fame, sporting venue, exhibits related to the history of sports or athletes that broke barriers, or a professional sporting event.

**Service:**

- Invite students to actually submit their letters to publishers to convince them that a new biography for fifth-grade students should be written about either Roberto Clemente or Althea Gibson.

#### Optional: Extensions

- With an art instructor, examine the work of Jacob Lawrence in the “Great Migration” panel series. Invite students to create a panel series, in the style of Jacob Lawrence, about the athlete they research in this unit, Roberto Clemente or Althea Gibson.
- Invite students to view the documentary The Clemente Effect (ESPN Films official trailer):  <http://vimeo.com/58160698>

#### Preparation and Materials

- Make sure students have access to additional texts about Roberto Clemente and Althea Gibson (e.g., biographies, informational books, magazines, articles), at a variety of reading levels, to review and choose for independent reading (see Lesson 1, Closing and Assessment Part B). See “Recommended Texts” list for options.