



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 3: Lesson 1**

## **Introducing New Athletes to Research: Althea Gibson and Roberto Clemente**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

- a. I can prepare myself to participate in discussions.
- a. I can draw on information to explore ideas in the discussion.
- c. I can ask questions that are on the topic being discussed.

I can summarize information that is presented in pictures and/or numbers. (SL.5.2)

I can use several sources to build my knowledge about a topic. (W.5.7)

**Supporting Learning Targets**

- I can make observations and ask questions about the athletes Althea Gibson and Roberto Clemente.
- I can summarize information about each athlete after viewing images and text during a Gallery Walk.
- I can determine which athlete I am most interested in researching and justify my selection with reasons.

**Ongoing Assessment**

- Summary statement (in journal)
- Index card: Choice and Justification statement



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Gallery Walk: Althea Gibson and Roberto Clemente (15 minutes)</li><li>B. Summarizing Information (15 minutes)</li><li>C. Choosing Which Athlete to Research (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li><li>B. Introduction of Independent Reading Texts (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Begin reading the independent book you have chosen. □</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson introduces students to two new athletes, Althea Gibson and Roberto Clemente. After participating in a Gallery Walk, sharing “notices” and “wonders” about each athlete, and summarizing the information learned through viewing images and text about each athlete, students will record the most interesting Notice and Wonder, review their summaries, then determine which athlete they are most interested in building expertise about.</li><li>• Between Lessons 1 and 2, review students’ index cards to determine the expert groups each student will join: Althea Gibson Expert Groups or Roberto Clemente Expert Groups. Place students in groups based on their level of interest about a particular athlete, as demonstrated by the details they provide in their I Notice/I Wonder graphic organizer and reasons. Ideally, half of the students will be assigned to study Althea Gibson and the other half to study Roberto Clemente. But it is fine if more students study one athlete than the other, as long as each athlete is represented by at least 3-4 students. Do not necessarily steer the girls or boys to a specific athlete.</li><li>• Time is allocated in the lesson for students to state which athlete they want to study and why: this is an authentic opportunity for students to practice supporting their opinion with textual evidence.</li><li>• Between Lesson 1 and 2, assign an athlete to each student (based on their exit ticket), and place students in heterogeneous groups of three to four students who are studying the same athlete..</li><li>• In advance: Prepare images and text for the Gallery Walk in Work Time A (see supporting materials).</li><li>• Review the Unit 3 Recommended Texts list (separate document on EngageNY). Be sure that a variety of texts at different levels are available for students to read independently for homework. Be prepared to share this list with students during Closing and Assessment Part B of this lesson. Consider adding in more time at some other point in the day for students to browse the books, discuss which ones interest them, and select one to read. Each student needs his or her own book. But encourage students to partner up to select the same text to allow opportunities for buddy reading and partner conversation.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Some lessons in this unit include limited time for students to talk about the book they chose and make connections to the shared reading they will be doing during class. But the time for these lessons is limited. Consider building in additional time at other points in the school day for students to read their recommended text, talk about it with peers, and think about how this text is helping them learn more about the topic of the module: how athletes are leaders who have broken barriers and who leave legacies in American society.</li><li>• Review: Gallery Walk and Ink-Pair-Share protocols (Appendix).</li><li>• Consider assigning partners in advance for work time, to ensure an orderly transition.</li></ul>



Lesson Vocabulary	Materials
observations, summarize, images, text, determine, researching, justify, reasons; physical description, era	<ul style="list-style-type: none"><li>• Students Journals (from Unit 2)</li><li>• Images and text for Gallery Walk (see supporting materials)</li><li>• Index cards (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on the completion of their careful reading of <i>Promises to Keep</i>. Remind them that throughout this module they have learned about the value of sports in American culture and how popular athletes such as Jackie Robinson are therefore presented with unique opportunities to bring about change in □our society.</li><li>• Say: “Jackie Robinson is not the only athlete in our history to face challenges and become an advocate for social change in American society. In this unit you will have the opportunity to learn about one of two athletes, Althea Gibson or Roberto Clemente. Both of these individuals were popular athletes, like Jackie Robinson, who faced barriers during the era in which they lived and influenced the values of American culture.”</li><li>• Invite students to briefly turn and talk:<ul style="list-style-type: none"><li>* “Is there a time in your own life when you broke some sort of barrier?”</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Gallery Walk: Althea Gibson and Roberto Clemente (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning target: “I can make observations and ask questions about the athletes Althea Gibson and Roberto Clemente.”</li><li>• Ask students to recall and share out the meaning of the word <i>observations</i> (what I see; what I notice).</li><li>• Review the strategy of noticing and wondering with the class and give brief directions: Tell students they will move throughout the room to view the <b>images and text</b> about the athletes Althea Gibson and Roberto Clemente. They will record what they notice (observations) and what they wonder (questions) in their journals.</li><li>• Ask students to take out their <b>journals</b> (from Unit 2) and turn to a new page to record their notices and wonders. Direct students to join a partner to quietly discuss their notices and wonders as they view the images and text during the Gallery Walk.</li><li>• Allow students 10 to 12 minutes to view all images and texts, and then record their notices and wonders about each athlete.</li><li>• Focus the class whole group. Cold call students to first share out their observations (Notices) about each athlete. Listen for statements such as: “I noticed that Althea Gibson was an African American female who played tennis and golf,” “She was on the cover of magazines like <i>Time</i> and <i>Sports Illustrated</i> in the 1950s,” “She said she ‘always wanted to be somebody,’” “I noticed that Roberto Clemente played baseball, like Jackie Robinson,” “He was committed to charity work,” “He was from Puerto Rico,” and “He was a Latino athlete.”</li><li>• Then ask students to share their questions (Wonders). Listen for statements such as:<ul style="list-style-type: none"><li>– “I wonder: Was Althea Gibson the first African American female to play professional tennis or golf?”</li><li>– “I wonder: How did she change American values?”</li><li>– “I wonder: Was Roberto Clemente discriminated against because he was Latino?”</li><li>– “I wonder: How did he face prejudice and what impact did this make on American society?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Provide an anchor chart that lists the steps to the Gallery Walk protocol. This allows students who need reminders to participate fully and independently.</li><li>• Provide visual cues for academic vocabulary (e.g., eyes for <i>observations</i>, a question mark for <i>questions</i>) in learning targets.</li><li>• Supply sentence starters (e.g., I notice _____. I wonder about _____.) for Gallery Walk observations and questions so all students can participate independently.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Summarizing Information (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target: "I can summarize information about each athlete after viewing images and text during a Gallery Walk."</li> <li>Ask students to think about then share out the meaning of the words <i>summarize</i> (share the main points; what something is mainly about; key ideas), <i>images</i> (pictures; illustrations; video), and <i>text</i> (written ideas; quotes; biographical information; article excerpts).</li> <li>Review the Ink-Pair-Share protocol with students.</li> <li>Allow students 3 to 4 minutes to complete the following:             <ol style="list-style-type: none"> <li>Based on the images and text you viewed and read during the Gallery Walk, in your journal write a brief summary about what you currently know about Althea Gibson. Make sure the summary includes: a physical description, the era in which she lived, and the sport(s) she played.</li> <li>Pair to share your summary about Althea Gibson.</li> </ol> </li> <li>Clarify the terms <i>physical description</i> (what someone looks like) and <i>era</i> (time period) as needed.</li> <li>Circulate to support as needed.</li> <li>Allow students 3 to 4 minutes to complete the following:             <ul style="list-style-type: none"> <li>Based on the images and text you viewed and read during the Gallery Walk, in your journal write a brief summary about what you currently know about Roberto Clemente. Make sure the summary includes: a physical description, the era in which he lived, and the sport(s) he played.</li> <li>Pair to share your summary about Roberto Clemente.</li> <li>Circulate to support as needed.</li> <li>Focus students' attention whole group. Cold call students to share their summaries aloud. Listen for: "Althea Gibson was an African American female who played tennis and golf during the 1950s and 1960s," "Roberto Clemente was a Latino man who played professional baseball from the 1950s through the 1970s," and □ similar ideas.</li> </ul> </li> <li>Tell students that during Work Time C they will determine which athlete most interests them and why.</li> </ul>	<ul style="list-style-type: none"> <li>Students may need a think aloud and model of how to write a summary given the details found from the images and text. Consider doing that with images and text from <i>Promises to Keep</i>.</li> <li>Post, or write, the protocol steps for group work on the white board for students to reference as they work with their groups.</li> <li>List for students the directions for completing the Ink-Pair-Share so that they can refer to them as they work.</li> <li>Struggling writers may need to dictate their summary to a partner or teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Choosing Which Athlete to Research (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Say: “During the next six lessons of this unit you will work in groups of four. Half the groups will study Althea Gibson, and the other half will study Roberto Clemente. You will each develop an opinion about how the athlete overcame barriers and created a legacy. You will need to support your opinion with reasons and evidence from the readings. You will use the opinion, reasons, and evidence you record during the first part of this unit to help you write a letter to a publisher about why the athlete should have a biography published about him or her.”</li> <li>• Review the learning target: “I can determine which athlete I am most interested in researching and justify my selection with reasons.”</li> <li>• Ask students to recall and share out the meaning of <i>determine</i> (decide).</li> <li>• Ask students to think about then share the meaning of the word <i>researching</i>. Listen for ideas such as: “Learn more about a topic by reading texts,” “taking notes,” “viewing images,” “asking questions,” etc.</li> <li>• Ask students to recall and share out the meaning of <i>justify</i> (give a reason for; explain my thinking) and <i>reasons</i> (why I believe something).</li> <li>• Say: “Both Althea Gibson and Roberto Clemente were intriguing individuals who helped to shape our society in different ways.” Ask students to turn and talk to paraphrase: <ul style="list-style-type: none"> <li>* “What do we mean when we say that an individual ‘shapes’ society?”</li> </ul> </li> <li>• Listen in and clarify as needed.</li> <li>• Ask students to think about what they found most interesting about each athlete as they work to determine which of the two they are most interested in learning more about.</li> <li>• Tell members of the class that they will begin to work in their expert groups during the next lesson, so they will need to decide which athlete most interests them—Althea Gibson or Roberto Clemente—and why.</li> <li>• Tell students they will record the name of each athlete and the most interesting Notice and Wonder about each athlete (from their Gallery Walk notes). Explain that you will review their details and reasons to help you decide which athlete they will be assigned to study. Remind students that good Notices, Wonders, and supporting reasons should cite specific examples from the images or text they viewed about the athlete.</li> <li>• Distribute one <b>index card</b> to each student and ask students to write their name at the top.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide nonlinguistic symbols for academic words (e.g., a stack of books or texts for <i>research</i>, a person pointing to a book for <i>justify</i> in learning targets.</li> <li>• List the directions for choosing their expert groups so students can refer to them as they work.</li> <li>• Provide sentence stems (e.g., I want to study the athlete _____, because _____) for students who may have difficulty with language.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Allow the class 8 to 10 minutes to complete the following:<ol style="list-style-type: none"><li>Review your Notices and Wonders (from your Gallery Walk notes) about both Althea Gibson and Roberto Clemente.</li><li>On one side of your index card, write: Althea Gibson. On the other side of your index card, write: Roberto Clemente.</li><li>For each athlete, write on the index card your most interesting Notice and Wonder about him or her.</li><li>On your index card, put a star next to the name of the athlete you would most like to learn more about.</li><li>Write two reasons to justify why you want to study this athlete. Be sure your reasons include specific details from the images and text you saw and read.</li></ol></li><li>Ask students to hold onto their index cards to share out during the Debrief (Closing and Assessment A).</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to pair to share the athlete they chose to study and the two reasons they want to study the athlete.</li><li>Invite several students to share their thinking whole group.</li><li>Collect students' index cards.</li><li>Invite a student to read each of the learning targets out loud, one at a time. After each target, ask students to use the <b>Fist to Five protocol</b> to demonstrate their current level of mastery.</li><li>Note students who show three, two, one, or a fist as they may need additional support summarizing information from images and text or justifying a choice with reasons.</li></ul>	<ul style="list-style-type: none"><li>Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language during the Debrief.</li></ul>
<p><b>B. Introduction of Independent Reading Texts (5 minutes)</b></p> <ul style="list-style-type: none"><li>Briefly share with students the recommended texts for this unit. As time permits, do a few quick book talks to pique interest.</li><li>Encourage students to select a book that they would like to read for homework throughout this unit. Be clear that each student needs his or her own text, but they may choose to read the same book as another student in class, so they can have conversations about the book.</li><li>Tell students that many days in class, they may have brief opportunities to talk about what they are reading.</li></ul>	



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Begin reading the independent book you have chosen. □</li></ul> <p><i>Note: Review students' index cards to create an Expert Groups anchor chart for Lesson 2. Designate who will be studying which athlete and name the group of three to four that each student will work with as he or she builds background knowledge about Althea Gibson or Roberto Clemente. Also review the Teacher Notes in Lesson 2 regarding grouping of students for research.</i></p> <p><i>Be prepared to return students' essays on Jackie Robinson's legacy (from their end of unit assessment) in Lesson 9 of Unit 2. Find another time during the day when students can review and choose a book or article about the athlete they are researching, for independent reading. As students examine books and articles, encourage them to review their Notices and Wonders about the athlete (from Lesson 1) as well as their notes from today's lesson. Ask students to consider what they know so far about their athlete and what they still want to learn more about. Remind students to review the table of contents, index, glossary, chapter or article titles, captions, images, and so forth to determine which text will most support them in learning more about their athlete's life.</i></p>	<ul style="list-style-type: none"><li>• Consider providing a copy of the book for independent reading that ELL students choose in their L1 language.</li><li>• Provide prerecorded audio independent reading book for students who struggle with reading independently.</li></ul>



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## Supporting Materials



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Images and Text about Althea Gibson

**Quotes**

- “I hope that I have accomplished just one thing: that I have been a credit to tennis and my country.” —Althea Gibson
- “I always wanted to be somebody. If I made it, it’s half because I was game enough to take a lot of punishment along the way and half because there were a lot of people who cared enough to help me.” —Althea Gibson
- “I don’t want to be put on a pedestal. I just want to be reasonably successful and live a normal life with all the conveniences to make it so. I think I’ve already got the main thing I’ve always wanted, which is to be somebody, to have identity. I’m Althea Gibson, the tennis champion. I hope it makes me happy.” —Althea Gibson
- “No matter what accomplishments you make, somebody helped you.” —Althea Gibson
- “In the field of sports you are more or less accepted for what you do rather than what you are.” —Althea Gibson
- “In sports, you simply aren’t considered a real champion until you have defended your title successfully. Winning it once can be a fluke; winning it twice proves you are the best.” —Althea Gibson  
(from <http://womenshistory.about.com/od/gibsonalthea/a/Althea-Gibson-Quotes.htm>)
- “Shaking hands with the Queen of England was a long way from being forced to sit in the colored section of the bus going into downtown Wilmington, North Carolina.” —Althea Gibson, from her autobiography *I Always Wanted to Be Somebody*, 1958



Images and Text about Althea Gibson

**Images and text:**

- Althea Gibson, cover of Time magazine, 1957  
([www.time.com/time/covers/0,16641,19570826,00.html](http://www.time.com/time/covers/0,16641,19570826,00.html))
- Althea Gibson, poster and brief biographical information ([www.altheagibson.com/](http://www.altheagibson.com/))
- Althea Gibson, collection of magazine and tennis tournament images, quotes, and biographical information ([www.tumblr.com/tagged/althea%20gibson](http://www.tumblr.com/tagged/althea%20gibson))
- Althea Gibson, photo of winning Wimbledon competition  
([www.history.com/photos/black-women-athletes/photo2](http://www.history.com/photos/black-women-athletes/photo2))
- Althea Gibson, multiple images from Google Images  
([www.google.com/search?hl=en&newwindow=1&tbo=d&noj=1&biw=1233&bih=588&tbm=isch&oq=althea+gibson+&gs\\_l=img.3..0i24l10.99730.99730.0.100201.1.1.0.0.0.0.268.268.2-1.1.0...0.0...1c.Bs5XsGDCOzc&q=althea%20gibson](http://www.google.com/search?hl=en&newwindow=1&tbo=d&noj=1&biw=1233&bih=588&tbm=isch&oq=althea+gibson+&gs_l=img.3..0i24l10.99730.99730.0.100201.1.1.0.0.0.0.268.268.2-1.1.0...0.0...1c.Bs5XsGDCOzc&q=althea%20gibson))



Text about and Images of Roberto Clemente

**Quotes**

- “Any time you have the opportunity to make a difference in this world, and you don’t do it, you are wasting your time on this earth.” —Roberto Clemente
- “To the people here, we are outsiders. Foreigners.” —Roberto Clemente
- Biography (short): [www.biography.com/people/roberto-clemente-9250805](http://www.biography.com/people/roberto-clemente-9250805)

**Roberto Clemente Smithsonian Exhibit Links:**

- Images and text: [www.robertoclemente.si.edu/](http://www.robertoclemente.si.edu/)
- Images: [www.sites.si.edu/images/exhibits/Roberto%20Clemente/slideshow/index.htm](http://www.sites.si.edu/images/exhibits/Roberto%20Clemente/slideshow/index.htm)