



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 9

Whole Class Model Letter Writing, Introduction: Opinion, Reasons, and Evidence about Jackie Robinson's Legacy



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

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons that support my opinion.

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

Supporting Learning Targets

- I can develop an opinion (with my peers) based on multiple pieces of evidence from *Promises to Keep* about Jackie Robinson's legacy.
- I can identify reasons and evidence (with my peers) to support our opinion about Jackie Robinson's legacy.
- I can write a paragraph (with my peers) to introduce the topic and our opinion in a letter to a publisher.

Ongoing Assessment

- Journal (Group Opinion, Reasons, and Evidence graphic organizer)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Model Letters and Creating a Rubric for an Opinion Letter: The Introduction (13 minutes) B. Review Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Forming an Opinion as a Class: Jackie Robinson's Legacy (10 minutes) B. Identifying Reasons and Evidence as a Class to Support Our Opinion (20 minutes) C. Write an Introduction as a Class (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review of Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading in your independent reading book for this unit at home. 	<ul style="list-style-type: none"> • This lesson is the first in a series of three in which the teacher guides students through a shared writing process to model the opinion letter students will write for the Performance Task. As a class, students revisit the topic of Jackie Robinson and his legacy. • In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas, while the teacher acts as scribe, writing the text as it is composed. Shared writing lets teachers make the writing process concrete and visible to students. This allows students to focus on the thinking involved in writing, not the process. • Shared writing also is a powerful way to model and guide key skills and concepts related to the writing process (e.g., revision, mechanics, and conventions). Students gain competence and confidence in their writing skills as the teacher models and guides the thinking process writers go through. • Students did write opinions in Unit 2, but still need practice thinking deeply about the intricate and multifaceted evidence they gathered that is necessary to support their opinion. These lessons also serve as a scaffold to the work students will do in Module 4, when they work more independently to write a more complex opinion piece. • Doing shared writing allows the teacher to scaffold for students who are still struggling to meet this complex task of supporting an opinion with reasons and evidence, as well as model language skills such as how the connotations of words affect meaning. The class takes on the perspective of Sharon Robinson, author of <i>Promises to Keep</i>, and crafts a letter to a publisher giving her opinion about why Jackie Robinson's legacy is worthy of a biography for elementary students. The opinion, reasons, and evidence are based on the notes in their journals, taken during the reading of <i>Promises to Keep</i>, as well as the essays students wrote during their End of Unit 2 Assessment. • In the Opening, students examine a Model Business Letter for text features. This is a fictitious letter, written from the perspective of Kathryn Lasky to a publisher before she wrote the book <i>The Most Beautiful Roof in the World</i> (the central text of Module 2A). It is important, when showing students models for their own writing, that they already have context and background knowledge about the topic, so they can focus on the author's craft (in this case, the format of a business letter).



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In Work Time Part B, students participate in a class consensus-building activity in which they will vote on the opinion they feel is best for the class opinion letter. Students will each have a sticker and will place that sticker next to their choice on the list of options generated by groups. This allows students to be an active part of the decision-making process, and this also turns what could be a long and drawn-out process into a fun physical activity. In addition, it becomes very visual for those students who need that type of support.• In advance: Be prepared to return students' essays on Jackie Robinson's legacy (from their end of unit assessment).• In advance: Prepare the Class Opinion, Reasons, and Evidence graphic organizer anchor chart so that it can be filled in quickly during the lesson (see example in supporting materials).• In advance: Prepare the Opinion Letter Rubric anchor chart so that it can be filled in quickly during the lesson (see example in supporting materials). Students begin to create this rubric in this lesson, based on more general criteria they developed during Unit 2.• Review: Fist to Five strategy (Appendix).



Lesson Vocabulary	Materials
opinion, reasons, evidence, multiple, support, topic, publisher (all from previous lessons), personal (letter), business (letter)	<ul style="list-style-type: none">• <i>Promises to Keep</i> (one to display; focus on page 39)• Document camera• Model Business Letter (one to display)• Criteria for Writing Opinion Essays anchor chart (one to display, from Unit 2)• Opinion Letter Rubric anchor chart (new, co-created with students during Opening A)• Journals• Students' End of Unit 2 Assessments (from Lesson 17, Unit 2)• Deciding on an Opinion as a Group task card (one per group)• Class Opinion, Reasons, and Evidence graphic organizer (new, co-created during Work Time A)• Markers (two colors per group)• Chart paper (3–5 pieces)• Class Opinion letter (new, created during Work Time C)• Stickers (four per student)• Deciding on Reasons and Evidence to Support the Class Opinion task card (one per group)• Highlighters (one per group)• Criteria for Writing Opinion Essays anchor chart (Unit 2)• Opinion Letter Rubric anchor chart (sample, for teacher reference)• Sample Class Opinion Letter to a Publisher (Introduction Paragraph) (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Model Letters and Creating a Rubric for an Opinion Letter: The Introduction (13 minutes)</p> <ul style="list-style-type: none"> • Say to the class: "You have just finished researching about either Althea Gibson's or Roberto Clemente's legacy. For your Performance Task, you will be writing a letter to a publisher about your opinion of that athlete's legacy. Your goal is to convince that publisher that they should publish a biography to showcase the legacy of your athlete." • Connect this back to their study of Jackie Robinson: "To prepare for your own writing, we will begin a series of lessons in which we return to thinking about what Sharon Robinson must have done to get a publisher to publish <i>Promises to Keep</i>. We are going to do some shared writing based on what we know about Jackie Robinson, since we all researched him together and have the same information. Imagine that you are Sharon Robinson before she wrote <i>Promises to Keep</i>. You have the opinion that your father was the most important person in breaking the color barrier in Major League Baseball. You also had all of these stories and facts about his life, the reasons and evidence, to prove it." • Invite students to turn and talk: <ul style="list-style-type: none"> * "If you were Sharon Robinson, how might you convince someone to publish a book about your father?" • Call on several partners to share their ideas. Listen for: "I would write a letter to tell them why they should publish my idea," etc. • Tell students that over the next three lessons, they will work as a class to write that letter from the perspective of Sharon Robinson. Their goal is to state their point of view and convince a publisher about why there should be a book published about Jackie Robinson for elementary students. Point out that this is the actual task Sharon Robinson would have had to do, as an author, to get a publisher to give her a book contract. • Tell students that in order to write a high-quality letter to a publisher, they will need to review the features they must include in their letter. Remind students of letters that they read in <i>Promises to Keep</i>. Display page 39 on the document camera. Invite students to turn and talk with a partner about features they notice in this letter. • Ask a few students to share out. Listen for: "A greeting (salutation)," "Paragraphs," "A closing," and similar. Ask students to recall the person for whom this letter was written. Invite a student to share out. Listen for: "It was written by Jackie Robinson to his wife." • Say to students: "This type of letter is a <i>personal</i> letter. There are also <i>business</i> letters that people write in professional situations." 	<ul style="list-style-type: none"> • Provide access to <i>Promises to Keep</i> for each student. Some students may need to refer to page 39 on their own. • Write all questions asked to students and the answers they provide on the board or a piece of chart paper for students to access throughout the lesson. • Consider asking students to copy the rubric as the class creates it into their journals for individual reference.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Model Business Letter. Tell them that this is not a real letter, but is the kind of letter that Kathryn Lasky might have written to a publisher when she wanted to get them to publish a book about her rainforest research. (Students do not need to read the whole letter word-for-word. Consider reading just the first paragraph aloud.) Ask the class to notice the features of this model business letter:<ul style="list-style-type: none">* “What features are the same as those of a personal letter?”* “What features are different from those of a personal letter?”* “How do these features help the reader of a business letter?”• Ask students to share with a partner what they notice.• Invite a few students to share aloud their notices. Be sure students share:<ul style="list-style-type: none">– Features that are the same: salutation (greeting), paragraphs, closing– Things that are different: a date, an address, formal salutation.• Invite a few partners to share aloud. Listen for: “The date gives a timeframe so the reader knows when it was written,” “The address lets the reader know which business it is to,” “The formal salutation helps the reader know if the person is a man or woman they are writing to,” etc. Write these thoughts under the heading: How This Helps Readers.• Display the Criteria for Writing Opinion Essays anchor chart (from Unit 2). Focus students on the “Introduction Paragraph” criteria. Remind students: “In Unit 2 we created criteria for writing an opinion essay. Now we are going to build on that criteria and create a rubric, like we did in Module 2 for our Field Journal Page. This rubric will be for an opinion letter.”• Ask students to silently read the criteria listed and then turn and talk to a partner about what each criterion means. Invite a few students to share out their discussions. Listen for: “The first sentence should state the topic and opinion,” “An opinion should have a judgment word,” “The introduction paragraph should tell what the rest of the essay will be about (the reasons).”• Ask students to discuss with a partner:<ul style="list-style-type: none">* “How do these criteria apply to an introduction paragraph for a letter to a publisher?”	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite a few students to share their thoughts. Listen for: "They are the same," "You might want to say who you are," "You would need to say why you are writing to them," etc.• Display and draw students' attention to the Opinion Letter Rubric anchor chart. Ask students to help define each score point, referring to the criteria they have already identified. Invite several students to share their thoughts and write their suggestions in the appropriate boxes (see suggestions in the supporting materials).	
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask a few students, one at a time, to read aloud the learning targets. Focus students on the words <i>opinion</i>, <i>reasons</i>, and <i>evidence</i>. Ask students to share in their groups what they know about the meaning of these words from previous lessons. Students should share: "Opinion is the what," "Reasons are the why," and "Evidence is the facts and details."• Focus students on the words <i>multiple</i>, <i>support</i>, <i>topic</i>, and <i>publisher</i> in each learning target. Ask a different student to share out the meaning of each of these words in these learning targets one at a time. Listen for definitions such as:<ul style="list-style-type: none">– <i>multiple</i> – many– <i>support</i> – make stronger or prove– <i>topic</i> – what it is about– <i>publisher</i> – who prints and makes the book ready to sell	<ul style="list-style-type: none">• Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point), <i>reasons</i> (a question mark), and <i>evidence</i> (a check mark).



Work Time	Meeting Students' Needs
<p>A. Forming an Opinion as a Class: Jackie Robinson's Legacy (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to get in their groups of four and have them discuss in their groups what an <i>opinion</i> is. Ask a student to share out. Listen for: "What someone believes," "Someone's judgment about something," etc. • Return students' End of Unit 2 Assessments. Ask them to reread them as a reminder of their opinion, reasons, and evidence from <i>Promises to Keep</i> about Jackie Robinson's legacy. • Distribute the Deciding on an Opinion as a Group Task Card to each group. Read the instructions aloud and clarify any step for students. Give students about 5 minutes to work and then write their opinion on the board. • Read aloud each group's opinion and ask students to notice the similarities and differences in how the opinions are phrased, or written. Invite students to share out their notices. As students share similarities, circle or underline them in the posted opinions with one color marker. Do the same with the other color marker for the differences. • Ask students to work in their group to think of a statement that would combine the ideas of most of the opinions into a class opinion. After about 3 minutes, invite each group to share their version of the class opinion aloud. Write each one on a piece of chart paper in a list as the groups share. • Say to students: "We will now vote as a class for our opinion for our letter from Sharon Robinson to a publisher. Remember, it should be an opinion that has strong reasons and evidence to support it. Think back to the reasons and evidence that you gathered while reading <i>Promises to Keep</i>." <ul style="list-style-type: none"> * "Which of these opinions is the strongest and phrased, or written, well?" • Give all students a sticker and invite each group to come up to the chart paper and vote for the one they think should be the class opinion. • Once all students have voted, ask them to notice which opinion got the most votes and declare that one the class opinion. If there is a tie, make the decision for the class. Tell students that this is the opinion that the class will use when writing their letter to Scholastic Publishing as Sharon Robinson and write it on the "Class Opinion" line in the Class Opinion, Reasons and Evidence Graphic Organizer anchor chart. 	<ul style="list-style-type: none"> • List instructions for students to refer to on the board or a piece of chart paper when reviewing the End-of-Unit 2 Assessments. • Display and refer students to the Judgment Words anchor chart (Unit 2) to use when writing their group opinion statement.



Work Time (continued)	Meeting Students' Needs
<p>B. Identifying Reasons and Evidence as a Class to Support Our Opinion (20 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “Now that we have our opinion, what would we need to do now to be able to write a high-quality opinion letter?”• Prompt students’ thinking by reminding them of the opinion essays they wrote during Unit 2. Let students talk in their groups for a minute. Invite a few students to share out. Listen for: “We must identify the reasons—why—we have the opinion we have and support them with evidence, facts, and details.”• Remind students that they have already identified evidence for many opinions from Promises to Keep. Say:<ul style="list-style-type: none">* “Where might you find the best reasons to support the class opinion?”• Ask students to share, and listen for: “The essays from the End of Unit 2 Assessment, our journals.”• Tell students they will work with their group members to identify reasons and evidence for their class opinion from their essays and journals.• Distribute the Deciding on Reasons and Evidence to Support the Class Opinion Task Card and a highlighter to each group. Read the instructions aloud and clarify any steps for students.• Circulate to give support to each group to clarify, redirect, and make sure that the reasons and evidence they choose support the class opinion.• Tell students that they will be joining another group now to further build consensus (agree) on the reasons and evidence for the class opinion for the letter to a publisher.	<ul style="list-style-type: none">• List the instructions for building consensus with another group on the board or a piece of chart paper for students to refer to as they work.• Consider pacing the students through the group building consensus by giving them one to two minutes per step, announcing when students should be moving to each next step.• Consider giving students only 1 or 2 stickers instead of 3 if students struggle with identifying reasons and evidence to support opinions.• Ask students that struggle with referring to text posted for the whole class to copy the Class Opinion, Reasons and Evidence anchor chart into their journal or provide individual copies.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Ask each group to join another group and give them about 5 minutes to do the following:<ol style="list-style-type: none">In your new combined groups (of about eight students), each small group of four share with the other small group of four:<ul style="list-style-type: none">"What are two reasons and supporting evidence that your small group of four chose?"Find a partner in your new group of eight students. Discuss:<ul style="list-style-type: none">"What are the similarities and differences between our two small groups' reasons and evidence?"As a combined group of eight students, choose just two of the four reasons you discussed:<ul style="list-style-type: none">"Which two reasons you think will be the best to support the class' opinion? Why?"Choose one person from your new group of eight to write these on a piece of chart paper posted at the front of the room.Circulate to give support to each group to clarify, redirect, and make sure that the reasons and evidence they choose support the class opinion.Post the empty chart paper at the front of the classroom on which one person from each group can write their reasons and evidence.Read aloud to the class the reasons and supporting evidence that the groups posted on the board. Pause after each one and invite students to share aloud their thoughts about how the reason and evidence would support the class opinion. Be sure that students point out specific evidence from the text as they share aloud.Ask students to point out similarities and differences in the reasons and supporting evidence chosen by each group.Tell students: "We need to decide which of these reasons and evidence will be the three that we will use in our letter from Sharon Robinson to a publisher to support our class opinion on Jackie Robinson's legacy." Give each student three stickers and invite each group, one at a time, to come up to the board and place a sticker next to the reasons and supporting evidence they feel are the strongest to support the class opinion. Explain that they can vote for only three and that they must vote for three different ones.Once all students have voted, ask them to notice which three reasons and evidence got the most votes and declare those the reasons and supporting evidence that they will use in their letter to support the class opinion. Write them on the "Reasons and Evidence 1, 2, and 3" lines in the Class Opinion, Reasons, and Evidence graphic organizer.	



Work Time (continued)	Meeting Students' Needs
<p>C. Write an Introduction as a Class (10 minutes)</p> <ul style="list-style-type: none"> • Begin a shared writing experience to model writing by gathering students so they can all see a piece of posted chart paper or a piece of paper projected through a document camera for the Class Opinion Letter. Be sure that the Class Opinion, Reasons, and Evidence graphic organizer is visible to students. • Say to students: "We will now begin writing the letter to a publisher as if we were Sharon Robinson sharing our opinion about Jackie Robinson's legacy and why there is a need to publish a book for elementary students about his life." • Ask students to help you begin the class opinion letter by choosing a student to come up to the paper and write the date on the top left-hand line and another student to write the name and address of the (fictitious) publishing company on the line underneath it (see example in supporting materials). • Invite students to turn and talk to a partner about the salutation (greeting). Ask a student to share what she or he talked about with a partner and have her or him write it on the letter on the next line. Listen for the student to share: "Dear [Name]" or "To Whom It May Concern." • Ask students to turn and talk to their partners again about what the introduction of the letter should begin with. Invite a student to share aloud. Listen for: "Stating the topic." Tell students to turn to their partners again and share a sentence that states the topic. Call on a few partners to share their ideas. Listen for: "Jackie Robinson," "Breaking barriers," "Major League Baseball," "Civil rights era," etc. • Drawing from the ideas the students shared, craft and write a sentence that introduces the topic (see the example in supporting materials). Continue this process to write the rest of the introduction paragraph, being sure to include the opinion (with a justification word) and the reasons. Keep this shared writing posted and visible as you will be adding to it over the next few lessons. • Focus students back on the Opinion Letter Rubric anchor chart. Invite students to share with a partner the score point they would give the paragraph and why. Call on a few partners to share aloud their discussions. Listen for the students to share specific evidence from the paragraph that would justify the score point they would assign. Note any areas that could be improved and take suggestions from students of how to do so. Make revisions to the paragraph if necessary. 	<ul style="list-style-type: none"> • Ask students to indicate with sticky notes on the class shared opinion letter where each indicator for the rubric is evidenced to give students a visual check for each one.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Say to students: "Today we began writing an opinion letter together about Jackie Robinson's legacy. In a few days, you'll be doing the same thing for the athlete you chose to research, either Roberto Clemente or Althea Gibson. What is important for us to notice about the thinking and writing we did today? Turn to a partner and share at least two things."• Invite a few partners to share their thoughts with the whole class. Listen for comments such as: "You have to be sure that your reasons and evidence support your opinion," "You have to be sure to introduce your letter by stating the topic and opinion," "Your opinion must have a judgment word," etc.• Read aloud each learning target. Pause after each one and, using the Fist to Five checking for understanding strategy, ask students to indicate with their fingers how they feel they did toward mastering each one. Note any students who show a fist, one, or two fingers. Check in with these students individually.	<ul style="list-style-type: none">• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: In the Opening of Lesson 10, students will be physically placing their reasons and evidence (written on index cards) in a logical order based on the two types of order learned in Lesson 3. In advance, decide whether students will be given the index cards already prepared with the reasons and evidence written on them, or they will be doing that themselves in the lesson.</i></p>	



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Supporting Materials



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Model Business Letter

January 1, 1996
Sandpiper Press LLC
P.O. Box 2877
San Anselmo, CA 94979

To Whom it May Concern:

Did you know that Meg Lowman, the director of research and conservation at a center in Florida, has one of the world's most exciting jobs? She is a scientist who studies insects and conducts experiments in the rainforest canopy. Elementary students need a book that teaches them the scientific method as it tells the story of a real scientist's work.

I would like to tell the story of Meg Lowman's adventures in the rainforest with her graduate assistants and sons. The joy of science comes alive for children in the elementary grades when it is presented through real-life scenes and relates facts in ways that are very vivid.

Meg Lowman will be very interesting to many students. Students will identify with Meg Lowman, who became obsessed by science when she was a girl. She also does amazing experiments about insects in Belize. She inspects leaves eaten by insects, looks at "ant gardens" in the treetops, and observes the activities of various insects and animals and their effects on plant life. Students will also find it very interesting how Meg takes her sons on their first trip to the canopy and then for an evening nature walk on the forest floor.

Elementary students will be captivated by the colorful photographs that make them feel like they are actually in the rainforest. The photos show long-range views of the forest, close-ups of individual species, and many pictures of Lowman and her sons.

Thank you for considering publishing this very important book about how a real scientist uses the scientific method every day. I look forward to hearing from you.

Sincerely,

Kathryn Lasky



Deciding on an Opinion as a Group Task Card

As a group, take approximately 5 minutes to:

1. Take turns telling your opinion from your essay to your peers.
2. Notice the similarities and differences in each of your opinions.
3. Work together to create ONE opinion for your group to share with the class. It may be a combination of your opinions or you may decide to use one of your group members' opinions. Remember that an opinion statement must have a judgment word in it.
4. Have one person from your group come up to the board and write the opinion you decided on so everyone in the class can see it.



Class Opinion, Reasons, and
Evidence Graphic Organizer Anchor Chart

Class Opinion:

Reason #1:

Evidence:

Evidence:

Reason #2:

Evidence:

Evidence:



Class Opinion, Reasons, and
Evidence Graphic Organizer Anchor Chart

Reason #3:
Evidence:
Evidence:

**Deciding on Reasons and Evidence to
Support the Class Opinion Task Card**

As a group, take approximately 10 minutes to do the following:

1. On your own, review your End of Unit 2 Assessment essay to determine which of your reasons supports the class opinion.
2. Take turns: If you think that some of your reasons support the class opinion, tell your group one of those reasons and the related evidence.
3. As a group, decide if you agree that those reasons/evidence support the class opinion.
4. On your own: If the group agrees that your reason(s) supports the class opinion, highlight those parts of your individual essay.
5. On your own: Look through your journals—at the Opinion, Reasons, and Evidence graphic organizers created for opinions about Jackie Robinson’s legacy—for reasons and evidence that would also support the class opinion.
6. If any more reasons and evidence are identified, take turns sharing those with the group and if all agree that they should also be included as a reason, highlight them with a highlighter.
7. Decide together which two reasons and supporting evidence you feel will be the best to support the class opinion. Put a star next to those two reasons and evidence.
8. Be ready to share them with the whole class.



Opinion Letter Rubric Anchor Chart
(For Teacher Reference)

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Topic and Opinion	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
Reasons	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.



Sample Class Opinion Letter to a Publisher (Introduction Paragraph)
(For Teacher Reference)

June 1, 2013

Big Ideas Publishing Co.
1234 Spring Road
Suite 200
Farmers Branch, TX 75234

To Whom it May Concern,

Did you know that Jackie Robinson was very important in breaking the color barrier in Major League Baseball during the civil rights era? He left an important legacy that influenced all of American society and should be shared with children through a book about his life. As his daughter, I witnessed the challenges he faced during the civil rights era myself. Jackie Robinson was the right man to help break down racial segregation in Major League Baseball, inspired millions of Americans, and left a significant legacy through the Jackie Robinson Foundation.