

TEACHER GUIDE

Amsterdam NEW YORK News

American Champions and **BARRIER BREAKERS**

CELEBRATING THE LEGACIES OF JOE LOUIS, JACKIE ROBINSON AND ALTHEA GIBSON



USGA  **MUSEUM**
ARNOLD PALMER CENTER FOR GOLF HISTORY

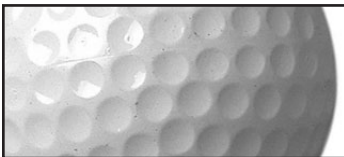


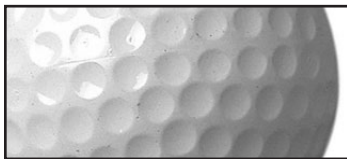
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This teacher guide and the student supplement were created by Kid Scoop. For more about Kid Scoop go to www.kidscoop.com.

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Special thanks go to the sponsors of this project, the United States Golf Association. Special appreciation also goes to Michael Trostel of the USGA for his assistance with curriculum development, fact checking and access to archival materials.



INTRODUCTION

Letter to Teachers:

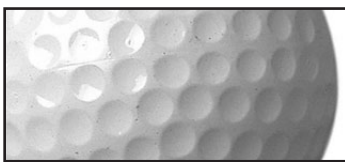
Some of the world's greatest athletic achievements have come in the face of untold adversity. Jackie Robinson, Joe Louis and Althea Gibson all excelled at their respective sports, not only performing competitively at an exceptionally high level, but shattering racial barriers in the process. They became heroes and role models to millions of Americans and inspired a generation of young people to follow in their footsteps.

Robinson, Louis and Gibson left an indelible mark on society by using their popularity as athletes to help advance civil rights causes. Their impact was not limited to the baseball diamond, boxing ring or tennis court, however, as each had a profound effect on the game of golf as well. Robinson was an outspoken advocate for equality, using the written word to raise awareness of injustices. Louis fought hard to help skilled black golfers gain recognition and access despite policies that often denied equal opportunity. Gibson led by example, using her innate competitiveness to gain respect from her peers and admiration from fans. Through their participation in golf, Robinson, Louis and Gibson helped to break barriers of inequality and made the game more accessible in America.

The USGA Museum in Far Hills, N.J., is celebrating these three icons in an exhibit titled, *American Champions and Barrier Breakers: Joe Louis, Jackie Robinson and Althea Gibson*, that will run from February to July 2012. In this educational supplement, we hope to enrich students' understanding of the civil rights movement and how Louis, Robinson, Gibson and African-American golf pioneers fought for justice and paved the way for the athletes of today. Through *American Champions and Barrier Breakers*, we want students to learn the importance of self-discipline, perseverance, courage, integrity and ambition. The USGA Museum believes that these important values—qualities inherent to the game of golf—can help the young people of today become the leaders of tomorrow.

Sincerely,

 **USGA MUSEUM**
ARNOLD PALMER CENTER FOR GOLF HISTORY



INTRODUCTION

To the Teacher:

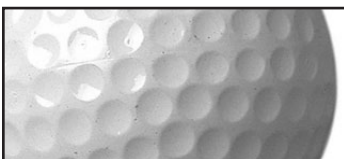
American Champions and Barrier Breakers presents the history of golf in the United States through the lens of African-American athletes. Young golfers easily connect Tiger Woods with the modern game, but most are not aware of those who paved the way for Tiger to swing into history. Although African Americans began taking up the sport over 100 years ago, the road to the clubhouse has been filled with barriers more formidable than any bunker on the course proving once again that heroes and champions come in all shapes, sizes, genders and races.

American Champions and Barrier Breakers presents students with an aspect of golf not normally seen in today's world—the roadblocks that denied talented individuals an equal opportunity to play based solely on their race. As students work through the lessons, they will learn about the struggles and victories *off the course* that resulted in all men—and women—having a chance to play *on the course*. A variety of activities reinforce 21st century skills identified in national publications as critical to today's graduates: oral and written communication, collaboration and critical thinking.

In addition, students will learn the character traits these barrier breakers embodied through special activities woven throughout all seven lessons. Vocabulary is introduced with Latin origins and word work provides a backdrop so deeper connections can be made to the text. Newspaper projects focus on comprehension, analysis, synthesis, evaluation, comparison and summarization to foster higher order thinking and create context for the application of these skills.

This Teacher Guide provides useful resources to help you plan including: (1) learning objectives, background information and ideas to use before, during and after lessons; (2) a matrix identifying academic content standards; (3) activities and worksheets that reinforce character traits and develop newspaper skills; (4) critical thinking questions to deepen understanding; and (5) extension projects to enhance learning.

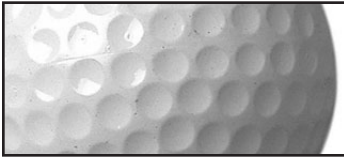
American Champions and Barrier Breakers highlights the exceptional skills of these extraordinary men and women, provides an opportunity for thoughtful discussion about overcoming racial barriers in our nation's history and reinforces the message to young readers that on or off the golf course ... *character counts!*



STANDARDS

COMMON CORE STANDARDS

Anchor Standards for Reading	LESSONS						
Key Ideas and Details	1	2	3	4	5	6	7
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	●	●	●	●	●	●	●
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	●	●	●	●	●	●	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		●	●	●	●	●	●
Craft and Structure	1	2	3	4	5	6	7
4. Interpret words and phrases as they are used in a text, including meanings.	●	●	●	●	●	●	●
5. Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.		●	●		●		
6. Assess how point of view or purpose shapes the content of a text.					●		
Integration of Knowledge and Ideas	1	2	3	4	5	6	7
7. Integrate and evaluate content presented in diverse media.	●	●	●	●	●	●	
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning.	●	●	●		●		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					●		
Range of Reading and Level of Text Complexity	1	2	3	4	5	6	7
10. Read and comprehend complex informational texts independently and proficiently.	●	●	●	●	●	●	●



LESSON 1

BUILDING CHARACTER

OBJECTIVES

Students will:

- Define *character*
- Understand the origin of English words
- Deconstruct key phrases from the Declaration of Independence
- Use the newspaper to find examples of **life, liberty and the pursuit of happiness**

VOCABULARY

- achieve—*v.* accomplish; bring to an end (Latin *ad caput* bring to a head)
- leverage—*v.* use a quality to obtain a result (Latin *levare* lighten or lift)
- confront—*v.* be in one’s way (Latin *con+frontari* forehead)
- racism—*n.* a belief that differences among races determine achievement; intolerance of another race (French *racisme*)

TOOLS NEEDED

- *American Champions and Barrier Breakers* student supplement, pp. 2-3
- Lesson 1 Worksheet, one per student or team
- Today’s newspaper, one copy per student or team

INTRODUCING THE TOPIC:

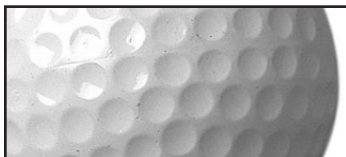
- **SAY:** In this supplement we will read about African-American athletes who loved golf and broke racial barriers to have equal access to clubs, facilities, competitions and PGA membership. We’ll learn how golf—and its players—changed the “course” of history.
- **Character** comes from a Greek word meaning *an engraving tool*. People of character leave a mark on others. Is character something people are born with or something they develop? What does it mean to “build character”?
- **Before reading:** Ask students to name famous African-American athletes in any sport.
- **Review vocabulary** and discuss origins. Ask what these words might predict about the content of today’s reading.
- **Say:** The world of sports was a very different place 100 years ago. Not all people shared the same rights. In this section we will read about three famous African Americans who broke barriers that prevented people from competing fairly and openly—even though these rights had been promised in the Declaration of Independence in 1776.
- **Write** the following on the board and discuss the meaning of the following phrases:

Declaration of Independence	Reflective Questions
<i>These truths are self-evident</i>	<i>Should they even have to be spelled out?</i>
<i>All men are created equal</i>	<i>Does this only mean men? Does it also mean women? Does it mean all people?</i>
<i>Inalienable rights</i>	<i>If rights are inalienable, can they never be taken away?</i>
<i>Life, liberty and the pursuit of happiness</i>	<i>What is the difference between these three?</i>

- **Distribute** *American Champions and Barrier Breakers*, pp. 2-3.
- **Discuss** the concept of Jim Crow laws.

USE THE NEWSPAPER!

- Distribute today’s newspaper—one per person and the Lesson 1 Worksheet.
- Direct students to look through the newspaper for pictures and articles that illustrate life, liberty and the pursuit of happiness.
- Have students work within groups of two as a golf team.
- Discuss the **Critical Thinking** question.

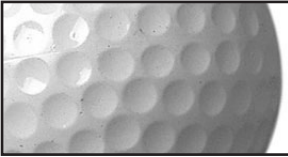


LESSON 1

BUILDING CHARACTER

EXTENSIONS

- 1. Laws in Action:** Look through the newspaper for articles about legislative action today. What potential laws are currently being debated?
- 2. Rule Maker!** Lawmakers are rule makers. Look through the newspaper for people following the law and breaking the law.
- 3. Character in Comics:** What character traits—or lack of character traits—are represented in the comics?



LESSON 1: Worksheet

BUILDING CHARACTER

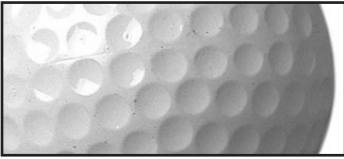
TEAM NAMES _____ and _____

1. Locate **articles** and **pictures** in today’s newspaper that demonstrate **life, liberty and the pursuit of happiness**.
2. Use the chart below to summarize.

	Headline	Main Idea	Supporting Details
Life Article			1. 2. 3.
Liberty Article			1. 2. 3.
Pursuit of Happiness Article			1. 2. 3.

3. Describe one picture in the newspaper that illustrates **life, liberty** or **the pursuit of happiness**. Tell why it illustrates one of these concepts.

4. **Critical Thinking:** Can “separate but equal” ever be truly equal?

**LESSON 2**

JOE LOUIS—PERSEVERANCE

OBJECTIVES**Students will:**

- Define *perseverance*
- Understand Latin origin of English words
- Use the newspaper to find examples of perseverance
- Summarize a newspaper article

VOCABULARY

- racism—*n.* a belief that differences among human races determine achievement; intolerance of another race (French *racisme*)
- fascism—*n.* an ideology fundamentally opposed to democracy and liberalism; military dictatorship (Latin *fascis* bundle)
- exhibition—*n.* a public display or presentation (Latin *exhibitio* a presenting)
- celebrities—*n.* famous or well-known people (Latin *celebre* often repeated; famous)

TOOLS NEEDED

- *American Champions and Barrier Breakers* student supplement, pages 4-5
- Lesson 2 Worksheet, one per team of two
- Today's newspaper, one copy per team of two

INTRODUCING THE TOPIC:■ **SAY:**

- Have you ever wanted something so much that you kept trying despite the odds? Share examples.
- When someone works towards a goal despite the odds, that person demonstrates **perseverance**. (NOTE: From Latin: *per*—thoroughly + *severus* strict)
- Talk to a partner and list characters in movies or books that have perseverance. Share.

■ **Before reading:** Write the following questions on the board:

- Why did Joe's family move from Alabama to Detroit, Mich.?
- How did Joe and his family get by during the Depression?
- What did Joe's defeat of Schmeling symbolize?
- What evidence in the reading shows you that Joe's perseverance paid off?

■ **Review vocabulary:** Challenge students to skim the article for two minutes to locate vocabulary words.■ **Distribute** *American Champions and Barrier Breakers*, pp. 4-5.■ **During reading:** Have students underline answers to the questions.■ **Follow Up:** Pair students to review answers with a partner before sharing with the class.**USE THE NEWSPAPER!**

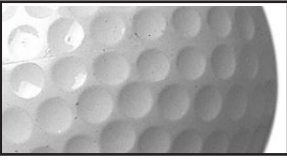
■ Distribute today's newspaper—one per team and the Lesson 2 Worksheet.

■ Remind students that Joe succeeded in spite of barriers because he persevered. Ask students to find an article about a problem in a community that people are working to overcome.

■ Direct students to summarize the article using Lesson 2 Worksheet.

■ Discuss the **Critical Thinking** question.**EXTENSIONS**

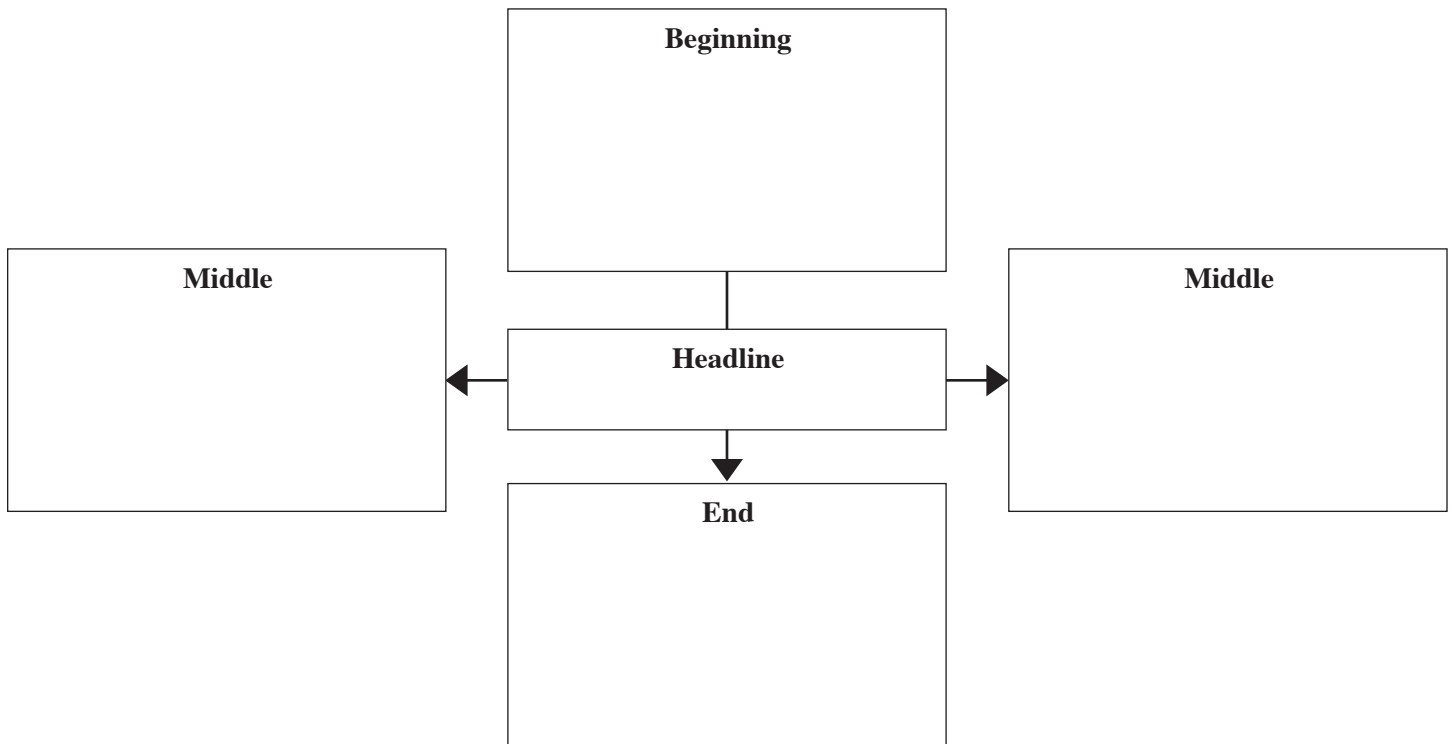
1. **Athletes in the News:** Look through today's sports section. Which sports are in season? Who are the current stars?
2. **Be the Teacher!** Create five to 10 quiz questions about a sports article. Trade articles. Can your partner answer your questions?
3. **Take a Poll:** Pick a topic and survey classmates to identify their favorite: sport, subject, weekend activity, holiday, food, car, athlete, TV show, etc. Tally totals and create a graphic display. Share results. What does your *average* classmate like?



LESSON 2: Worksheet

JOE LOUIS—PERSEVERANCE

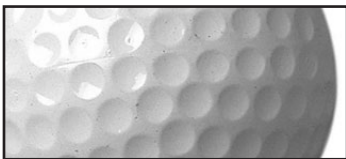
1. Define *perseverance*: _____
2. Find an article in today's newspaper that demonstrates *perseverance* in solving a problem. Write the headline in the center box. Divide the article into a beginning, middle and end. Summarize each section in the boxes listing only important words or main ideas.



3. Use the statements in the boxes to write a quick written summary of the article. Answer the following questions:

- What is the challenge?
- Who is working to solve it?
- Where are they working?
- What are some of the difficulties they must overcome?
- How does this demonstrate *perseverance*?

4. **Critical Thinking:** Does perseverance always lead to positive results? Are there times when it is necessary to give up?



LESSON 3

GOLF AND RACISM—COURAGE TO CHANGE

OBJECTIVES

Students will:

- Define *courage*
- Understand Latin origin of English words
- Understand cause and effect.
- Use the newspaper to compare and contrast examples of *courage*.

VOCABULARY

- exclude—*v.* to shut or keep out (Latin from *excludere* to shut out; cut off)
- exemption—*n.* freedom from an obligation to which others are subject (Latin from *exemptus* to take out; free; release)
- reluctant—*adj.* unwilling; opposing (from Latin *reluctans* to struggle)

TOOLS NEEDED

- *American Champions and Barrier Breakers* student supplement, pages 6-7
- Lesson 3 Worksheet, one per team of two
- Today’s newspaper, one copy per team of two

INTRODUCING THE TOPIC:

- **SAY:** Can you think of a time when someone you know did something very brave? Share examples.
- **Courage** comes from the Latin word *cor* meaning *heart*. How is the heart connected to courage?
- Have students brainstorm figures from history who demonstrated great courage.
- **Before reading: SAY:** History is a chain of causes and effects—events cause other events to happen. In this section we will record some causes and effects of Joe Louis’ struggle to overcome racism in golf.
- **Review vocabulary: SAY:** Do these words have a positive or negative connotation?
- **Distribute** *American Champions and Barrier Breakers*, pp. 6-7.
- Draw the following chart on the board and list **Cause** only. As you read, record the **Effect**. (*Answers are shown in italics.*)

Cause	Effect
Because blacks were excluded from competing,	<i>they didn’t have a chance to make a living as golfers.</i>
Because Joe sponsored the Joe Louis Open,	<i>black golfers had a chance to compete.</i>
Because Joe received a sponsor’s exemption in 1952,	<i>he became the first African American to play a PGA Tour event.</i>
Because Joe Louis made the news with his PGA fight,	<i>Americans began to question programs, rules and organizations that excluded people of color.</i>

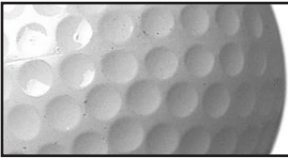
- **Follow Up:** What evidence in these articles demonstrates courage?

USE THE NEWSPAPER!

- Distribute today’s newspaper—one per team and the Lesson 3 Worksheet.
- Review the Lesson 3 worksheet. Newsworthy acts of courage happen every day. Use the newspaper to compare two different articles showing courageous choices or actions.
- Discuss the **Critical Thinking** question.

EXTENSIONS

1. **Champions off the Course:** Look in the sports section for stories of athletes helping others. How many can you find?
2. **Political Advisor:** Pretend you are the advisor to Joe Louis. Write a letter with your ideas to solve the problems he faced.
3. **Poetic Style:** Write the letters C-H-A-M-P-I-O-N vertically down the left side of a piece of paper. Have students think of ways champions act—one idea per letter. (e.g., C = Care for others; H = Honors commitments; etc.)



LESSON 3: Worksheet

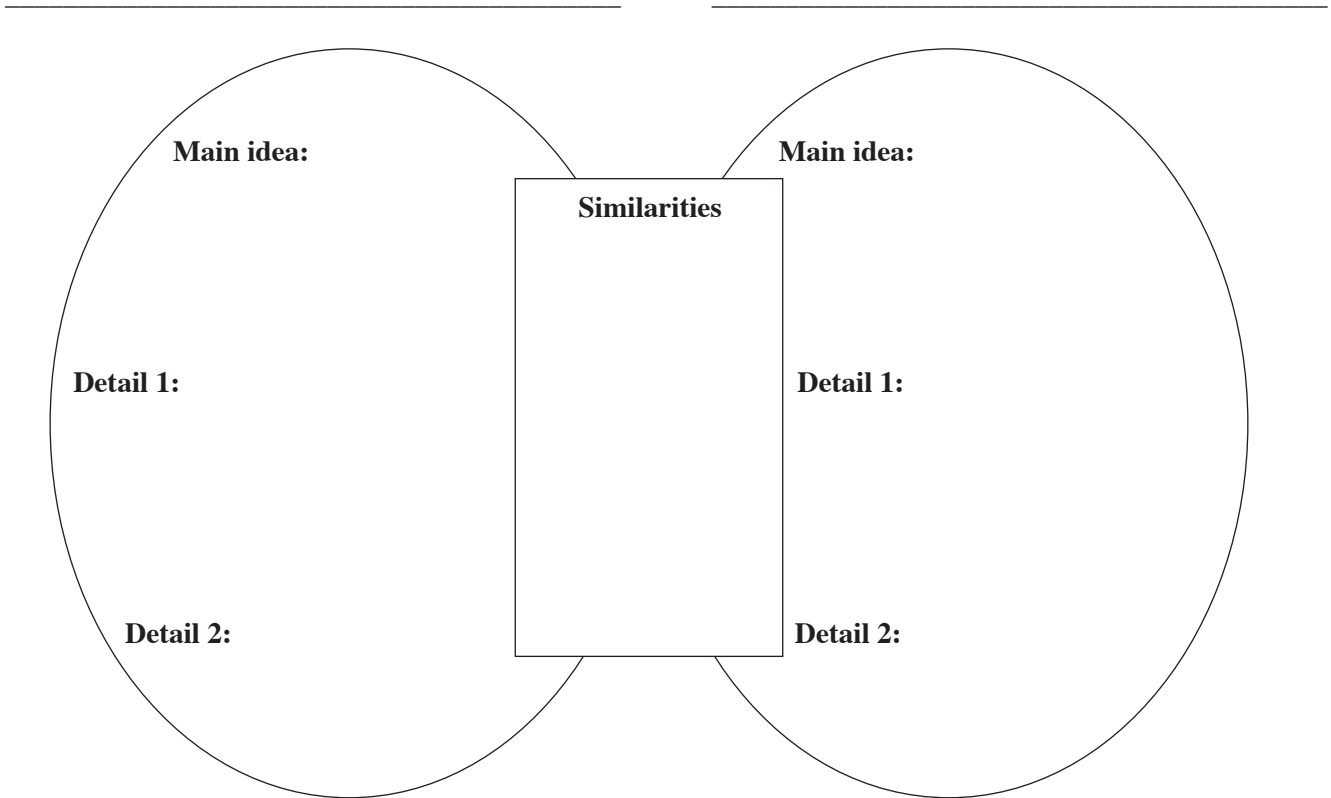
GOLF AND RACISM—COURAGE TO CHANGE

TEAM NAMES _____ and _____

1. Write a synonym for *courage*: _____
2. Find two articles in today’s newspaper about people showing *courage*. Use the Venn diagram below to compare and contrast.

Article 1: Headline:

Article 2: Headline:

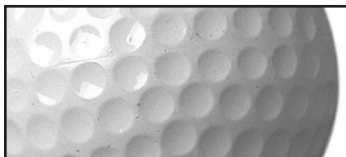


3. Answer the following questions:

- How are the two acts of courage different?
- How are the two acts of courage the same?

4. Share your articles and diagram with another team. Take turns summarizing.

5. **Critical Thinking:** Are there different degrees of *courage*? Are some actions *braver* than others?



LESSON 4

TIMELINE OF AFRICAN AMERICANS IN GOLF

OBJECTIVES

- Read a chronological history of African-Americans in golf using a timeline
- Understand Latin origins of English words
- Summarize information in an A-to-Z format

VOCABULARY

- institutional — *adj.* organized establishments, societies or foundations (Latin *institutionem* state)
- circumstances — *n.* existing conditions (Latin *circumstare* to stand around)
- exemplify — *v.* serve as an example (Latin *exemplum* example)

TOOLS NEEDED

- *American Champions and Barrier Breakers* student supplement, pages 8-9
- Lesson 4 Worksheet, one per team of two
- Today's newspaper, one copy per team of two

INTRODUCING THE TOPIC:

■ SAY:

- If you were going to create a timeline of your life, what would be the most important events you would include? (Allow time to share.) How can a timeline help us understand history? (puts events in order, illustrates cause/effect, tells us when things happened)
- Today we will read about noteworthy contributions of African-American athletes to the game of golf over three different centuries by reviewing a timeline.

■ **Before reading:** Draw a matrix on the board and ask students to help complete the matrix as they read.

Name	Year	Achievement
<i>John Shippen</i>		
<i>Dr. George Grant</i>		
<i>Renee Powell</i>		
<i>Ann Gregory</i>		
<i>Harold Dunovant</i>		
<i>Charlie Sifford</i>		
<i>Pete Brown</i>		
<i>Tiger Woods</i>		
<i>Lee Elder</i>		

■ **Review vocabulary:** Discuss Latin origins. Have students repeat words and definitions.

■ **Distribute** *American Champions and Barrier Breakers*, pp. 8-9

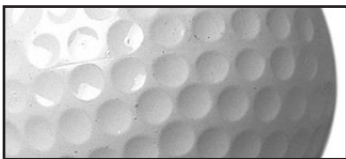
■ **Follow Up:** Review matrix. What were the most important events?

USE THE NEWSPAPER!

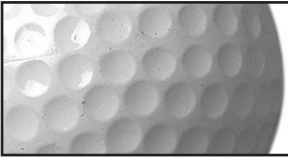
■ Distribute today's newspaper — one per team of two and Lesson 4 Worksheet.

■ Look at the cartoon/comic section and the political cartoon on the editorial page. Discuss how cartoon drawings can represent events using figures, symbols and words. Ask students to select two events from the timeline to illustrate in the boxes.

■ Discuss the **Critical Thinking** question.

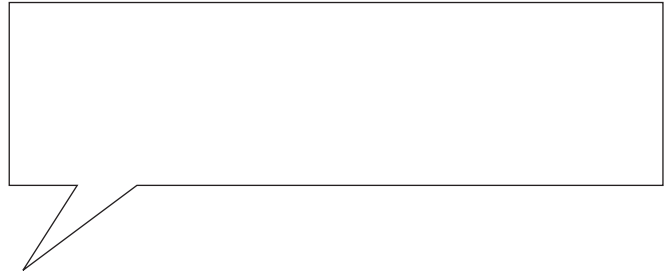
**LESSON 4****TIMELINE OF AFRICAN AMERICANS IN GOLF****EXTENSIONS**

- 1. Summarize from A to Z:** Write the letters of the alphabet from A to Z. Summarize information in *American Champions* using each letter of the alphabet. (Optional: Assign one letter to each student to summarize one idea in a sentence beginning with that letter and create an illustration. Gather all work and create a classroom “A to Z Book.”)
- 2. Career Options:** Find ten professions mentioned in today’s newspaper that are unusual. Cut them out and paste them in order from most to least uncommon. Who has the most unusual job?

**LESSON 4: Worksheet****TIMELINE OF AFRICAN AMERICANS IN GOLF—SAY IT IN PICTURES**

TEAM NAMES _____ and _____

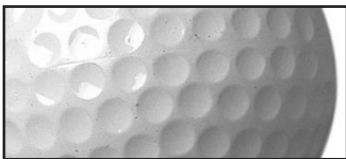
1. Look at the comic section and opinion page of today's newspaper to review how illustrators depict events using figures or symbols. Select two events from the timeline. Illustrate using figures or symbols. Write a sentence in the bubbles describing the events.



2. **Critical Thinking:** It is said that a picture is “worth a thousand words.” Look through today's paper and select one photograph. Without reading the caption, what does the picture tell you?

LESSON 5

JACKIE ROBINSON—INTEGRITY



OBJECTIVES

- Define *integrity* and identify examples
- Understand Latin origin of English words
- Read for detail
- Recognize *integrity* in advertising using the newspaper

VOCABULARY

- injustices—*n.* unfair acts (Latin *in + justitia* not fair)
- prejudice—*n.* an unfavorable opinion formed beforehand without reason (Latin *prae + justitium* judging before)
- relegated—*v.* to send or assign to an inferior position or place (Latin *relegatus* to send away)
- verbatim—*adv.* in exactly the same words; word for word (Latin *verbum* word)

TOOLS NEEDED

- *American Champions and Barrier Breakers* student supplement, pages 10-11
- Lesson 5 Worksheet, one copy per team of two
- Today's newspaper, one copy per team of two

INTRODUCING THE TOPIC:

- **SAY:** *Integrity* means doing something right because it is right even if no one is watching! It comes from two Latin words *in + teger* which mean *not touchable*. People with integrity cannot be persuaded to do something they feel is not right.
 - Have students discuss the following situations:
 - * You have a family rule that TV is limited to one hour at night. Tonight your parents are out. What do you do?
 - * No one sees you accidentally break something in a store. What do you do?
 - * One of your friends bullies someone at school. What do you do?
- **Before reading:** Read to learn about Jackie Robinson. As we read today's lesson, underline answers to the following trivia questions. Write the following questions without answers on the board.
 1. Why is Jackie Robinson famous? (first black Major League Baseball player)
 2. Where did he attend college? (UCLA)
 3. What sports did he play in college? (football, basketball, track and baseball)
 4. Who did Jackie Robinson meet at Fort Riley, Kansas? (Joe Louis)
 5. What advice did Jackie Robinson give to Charlie Sifford? (Don't be a quitter; take the challenge)

■ Review vocabulary:

- Have students pronounce each word and discuss meaning.
- Use each word in a sentence to demonstrate understanding.

■ Distribute *American Champions and Barrier Breakers*, pp. 10-11

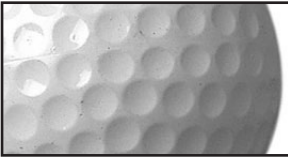
■ Follow Up: Review answers to Jackie Robinson trivia.

USING TODAY'S NEWSPAPER

- Distribute today's newspaper—one per team of two and the Lesson 5 Worksheet.
- Tell students that they will work as a team using today's newspaper to identify people making the right choices to create an "Integrity Hunt" Trivia Game. After reviewing different sections, use the information to write questions and answers. Try to find at least one article from each section listed.
- Play "Integrity Hunt" Trivia Game with another team taking turns.
- Discuss the **Critical Thinking** question.

EXTENSIONS

1. **In Other Words:** Review editorial cartoons. Create a political cartoon illustrating Jackie Robinson's efforts to integrate sports.
2. **Sports Hunt:** Football, baseball, basketball and track were Jackie Robinson's sports—and they happened at different times of the year. Use today's sports section to locate articles about these sports. Which sports are in-season?
3. **Baseball Signs:** Baseball managers use signals to communicate with players on the field. Find an article in today's newspaper. Circle ten words and list them on a separate piece of paper. Create a code for the letters (e.g., A=1, B=2, and so on). Black out the original words in the article with a marking pen. Give a partner your secret code and the coded words. After he solves the code, ask him to use context clues to figure out where the words belong in the article.



LESSON 5: Worksheet

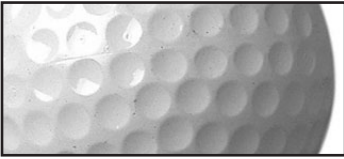
“INTEGRITY HUNT” TRIVIA GAME

TEAM NAMES _____ and _____

1. Find articles in different sections of today’s newspaper that show integrity. Write a question from each section for an “Integrity Hunt” Trivia Game.

Section	Page	Question	Answer
Example	C-1	<i>In the Sports section, which professional athlete runs a foundation for children with life-threatening diseases?</i>	
Front Page			
World News			
Local News			
Sports			
Editorial Page			

2. Trade with another team. See who can find the answers first.
3. **Critical Thinking:** Are there more stories about people with integrity or without integrity in the news? Why is there more of one kind than the other?



LESSON 6

JACKIE ROBINSON GOES TO BAT FOR GOLF—LEADERSHIP

OBJECTIVES

Students will:

- Define *leadership*
- Understand Latin origin of English words
- Use the newspaper to locate examples of *leadership* in the local community, nation and world
- Summarize information on a graphic organizer

VOCABULARY

- economic—*adj.* the production, distribution and use of income and goods (Latin *oeconomicus* house manager)
- integrate—*v.* to give equal opportunity and consideration to (Latin *integrare* to renew)
- protest—*v.* an expression of disapproval or dissent (Latin *protestare* before testifying)
- legacy—*n.* something handed down from the past (Latin *legatia* deputy; to depute)

TOOLS NEEDED

- *American Champions and Barrier Breakers* student supplement, pages 12-13
- Lesson 6 Worksheet, one copy per team of two
- Today’s newspaper, one copy per team of two

INTRODUCING THE TOPIC:

■ **SAY:**

- What does it mean to be a leader? What characteristics do leaders possess that make others want to follow them?
- Today we will read about the leadership role Jackie Robinson played in his fight for civil rights.

■ **Before reading:** Have students copy the following chart on a piece of paper. Pair students with a partner. As students take turns reading to each other, have teams record “Words to Remember” from Jackie Robinson’s writings that show leadership.

Article	Words to Remember
Top TV Golf Shows Snub Professionals of Color	
Selective Buying Over Racial Snubs	

■ **Review vocabulary:** Have students pronounce each word. Explain the meaning by using in a sentence. Ask students for other examples.

■ **Distribute** *American Champions and Barrier Breakers*, pp. 12-13

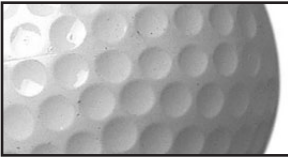
■ **Follow Up:** Review “Words to Remember.” Discuss why teams selected different words to remember. **ASK:** If someone were to write about you, what words of yours would show your leadership skills?

USE THE NEWSPAPER!

- Newspapers include stories of leaders worldwide. Pre-select an article from today’s paper in the local, national or world news section. As you read the article, identify *who, what, when, where* and *why*. Underline the parts that demonstrate leadership.
- Review directions on Lesson 6 worksheet. Direct students to find additional examples of leaders in local, national or world news.
- Discuss the **Critical Thinking** question.

EXTENSIONS

1. **Leadership Grows!** Find “leadership” articles in today’s paper; create a leadership bulletin board for your school.
2. **Word Work:** How many words can you make from the letters in L-E-A-D-E-R-S-H-I-P?
3. **Scrambled Headlines:** Cut out the words in headlines about leaders; trade with a classmate. Can you reassemble headlines correctly?
4. **In Other Words:** Rewrite Jackie Robinson’s “Words to Remember” in your own words.



LESSON 6: Worksheet

JACKIE ROBINSON GOES TO BAT FOR GOLF—LEADERSHIP

TEAM NAMES _____ and _____

1. Define *leadership*: _____

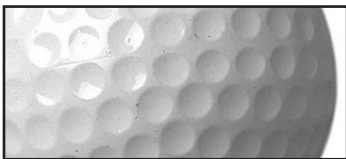
People demonstrate *leadership* everyday in our local communities, the nation and throughout the world.

2. Find three articles in today's newspaper about leaders: one from the local community, one from the national news and one from somewhere in the world. Use this worksheet to compare articles. Identify the headline and use *who*, *what*, *when*, *where* and *why* newspaper format to summarize.

<p>Article #1: Community Leader</p> <p>Headline:</p> <p>Who:</p> <p>What:</p> <p>When:</p> <p>Where:</p> <p>Why:</p>	<p>LEADERSHIP</p>	<p>Article #2: Community Leader</p> <p>Headline:</p> <p>Who:</p> <p>What:</p> <p>When:</p> <p>Where:</p> <p>Why:</p>
<p>Article #3: Community Leader</p> <p>Headline:</p> <p>Who:</p> <p>What:</p> <p>When:</p> <p>Where:</p> <p>Why:</p>		

- Why are these leaders newsworthy?
- How are their actions similar?
- What conclusions can you draw about people who are leaders?

3. **Critical Thinking:** Which is more important in a leader—being honest about bad news or making people feel safe by withholding facts that might create fear?



LESSON 7

ALTHEA GIBSON—AMBITION

OBJECTIVES

- Define *ambition*
- Understand Latin origins of English words
- Underline to aid comprehension
- Use the newspaper to identify female role models

VOCABULARY

- insatiable—*adj.* not able to be satisfied (Latin *insatiabilis*, from *in-* not + *satiabilis* to seek; to ask for)
- excel—*v.* to surpass others; be superior (Latin *excellere ex + cellere* to rise high, tower)
- competitive—*adj.* having a strong desire to compete (Latin *competere* to meet, to come together)

TOOLS NEEDED

- *American Champions and Barrier Breakers* student supplement, pages 14-15
- Lesson 7 Worksheet, one copy per team of two
- Today's newspaper, one copy per team of two

INTRODUCING THE TOPIC:

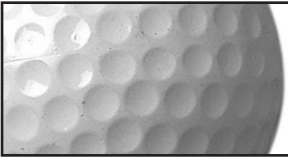
- **SAY: Ambition** means a desire for achievement or distinction. (from Latin *ambitio* go) How are you ambitious? What do you strive for?
- **SAY:** Althea Gibson was a star athlete with tremendous ambition to be the best female tennis and golf player. Whether playing in a game or in life, Althea was always a role model. As you read today, look for ways Althea Gibson modeled star qualities.
- **Before Reading:** Using a map, explain that Althea's family moved from South Carolina to New York City when she was a little girl and that the streets of Harlem were her training ground. **SAY:** Women did not always have the same opportunities for sports that they have nowadays—and black women did not compete professionally against white women. In this section you will read about how Althea broke down barriers in sports setting records along the way. As you read, underline Althea's achievements.
 - **Teacher Note:** Identifying a task before reading gives reading a **purpose**. Having students underline, circle or number items aids comprehension.
- **Review vocabulary:** Challenge students to spell each word to a partner.
- **Distribute** *American Champions and Barrier Breakers*, pp. 14-15
- **Follow Up:** Review Althea's achievements. **SAY:** How do these achievements give evidence that Althea had ambition?

USE THE NEWSPAPER!

- Distribute today's newspaper—one per team and Lesson 7 Worksheet.
- Remind students Althea started as a child with ambition. Look through today's newspaper to compare three articles of women with ambition. Use the graphic organizer to summarize.
- Discuss the **Critical Thinking** question.

EXTENSIONS

1. **In Other Words:** Rewrite the quotes in this section in your own words.
2. **Dear Abby:** Write a "Dear Abby" column citing examples from the news where celebrities have not been good role models and offer advice to improve.
3. **Cross Words:** Write the word A-M-B-I-T-I-O-N in the middle of a piece of paper. Think of eight words or short phrases that describe ambition and can be written as crosswords sharing the same letter. For example, the word **A**ction can be crossed with the letter **A** in **A**mbition.



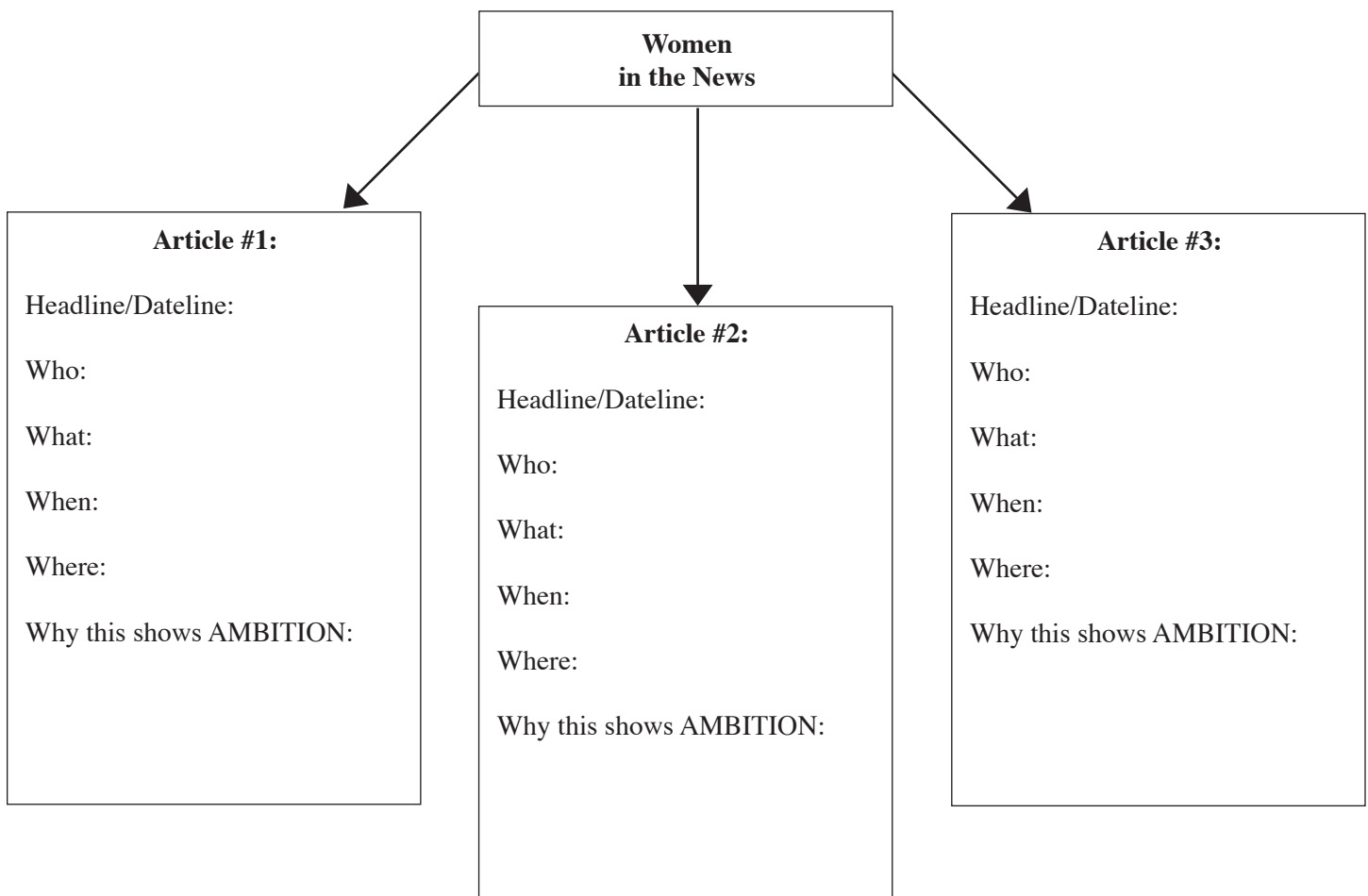
LESSON 7: Worksheet

ALTHEA GIBSON—AMBITION

TEAM NAMES _____ and _____

1. People with ambition work hard for a goal. What is another word for ambition?

2. Stories of women with ambition can be found in every corner of the world. Find three articles in today's newspaper about women who have worked hard to achieve a goal. Compare stories below. Include the headline, dateline (city or country), and summarize using *who*, *what*, *when*, *where* and *why* this displays *ambition*.



3. **Critical Thinking:** Can ambition help or hurt relationships with others? How can someone ensure that ambition always has a positive impact on others?