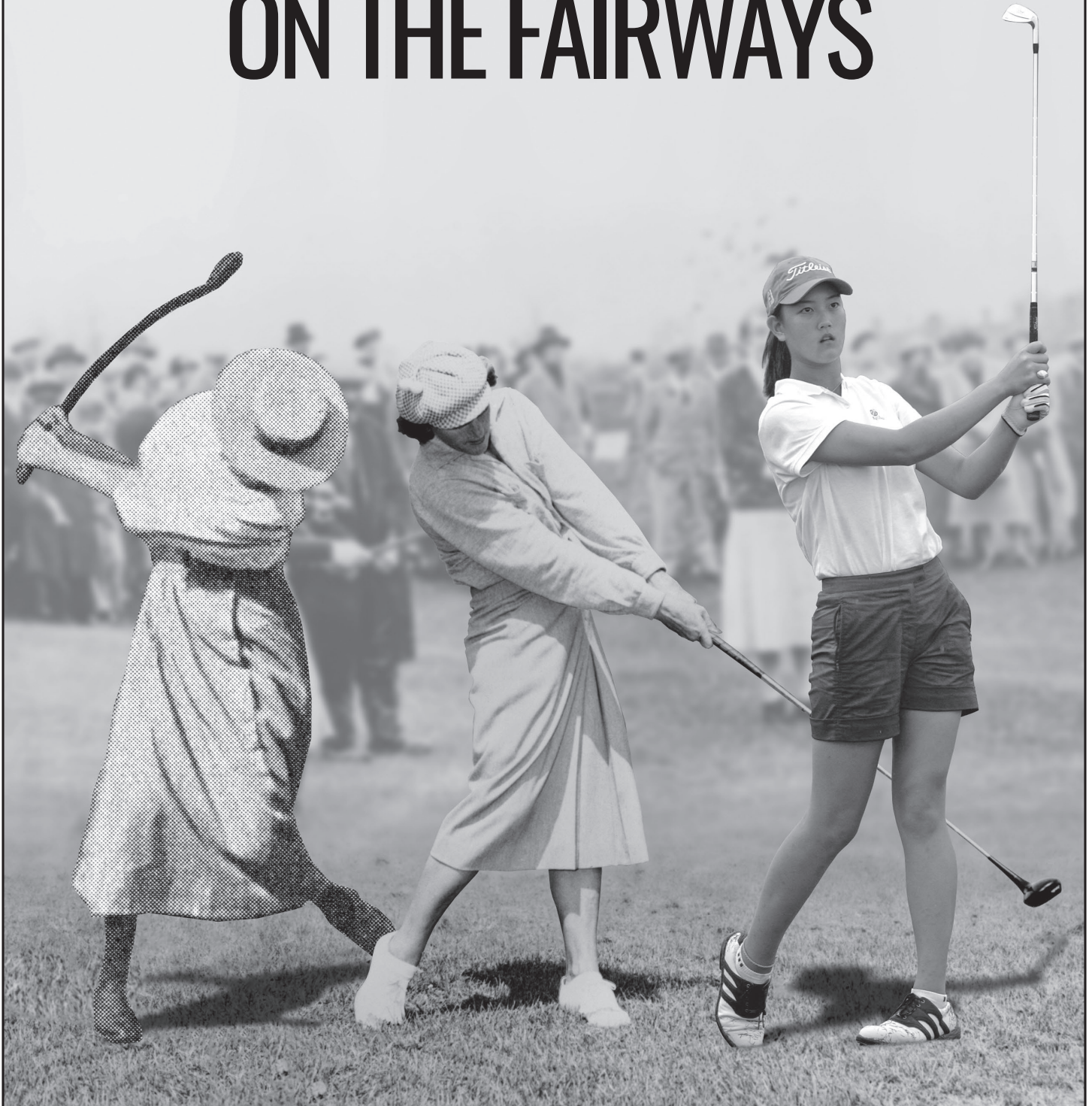


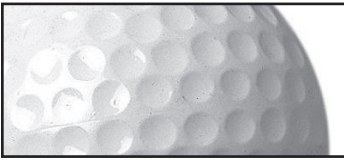
# TEACHER GUIDE

USGA®

CHARACTER OF A CHAMPION:

# WOMEN WINNING FREEDOM ON THE FAIRWAYS





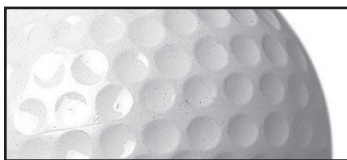
# TABLE OF CONTENTS

	PAGE
<b>INTRODUCTION</b> . . . . .	3
<b>STANDARDS</b> . . . . .	4
<b>LESSON 1</b> WOMEN DISCOVER THE JOY OF GOLF—ENTHUSIASM . . . . .	5
<b>LESSON 2</b> THE BRAVERY OF THE MODERN GIRL—COURAGE . . . . .	8
<b>LESSON 3</b> FINALLY! WOMEN ARE FREE TO VOTE—FREEDOM . . . . .	11
<b>LESSON 4</b> GOLFING FOR INTERNATIONAL FRIENDSHIP—INNOVATION . . . . .	14
<b>LESSON 5</b> A PROFESSIONAL TOUR FOR WOMEN—PRESEVERANCE . . . . .	17
<b>LESSON 6</b> POPULARITY OF WOMEN’S GOLF GROWS—INCLUSION . . . . .	20
<b>LESSON 7</b> GREAT WOMEN GOLFERS—SPORTSMANSHIP . . . . .	23

This teacher guide and the student supplement were created by Impact Creative Services, LLC.

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# INTRODUCTION

## LETTER TO TEACHERS

*Character of a Champion: Women Winning Freedom on the Fairways* presents the history of golf through the lens of gender equity. Girls today are inspired by female athletes, but may be unaware of the historical struggles women faced to compete professionally at the same level as males. Although women have been participating in the game of golf since the 16<sup>th</sup> century, gaining access to the 21<sup>st</sup> century club house was filled with hazards more daunting than any bunker on the course. Restrictions on what women could wear, how and where they could compete, what clubs they could join and how much money they could earn only fueled the flame for fairness on the fairway. As women's golf grew, more and more young girls were attracted to the sport, and doors opened to new opportunities and possibilities.

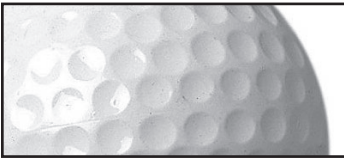
But it was not an easy or quick journey.

*Character of a Champion: Women Winning Freedom on the Fairways* provides learners with a golf lesson not normally taught about barriers that confronted talented female golfers based solely on gender. Rigorous lessons are designed to go deeper into learning while developing skills. Students will be asked to:

- Think critically about fair or unfair practices
- Discuss reasons why discriminatory thinking prevailed in an historical context
- Develop a deeper sense of social justice
- Reinforce 21<sup>st</sup> century college and career readiness skills including oral and written communication, discourse, collaboration, close reading and critical thinking
- Draw connections between Latin or Greek origins of words and today's meaning
- Cite evidence to support claims by looking for deeper meaning and inferences in text
- Apply higher order thinking skills of analysis, synthesis, evaluation, comparison and summarizing through newspaper activities
- Understand character traits embodied by female champions

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 standards; (3) activities and worksheets that reinforce character traits and develop newspaper skills; (4) questions to deepen understanding through critical thinking; and (5) extension projects to stretch learning.

*Character of a Champion: Women Winning Freedom on the Fairways* highlights exceptional skills of extraordinary women, provides an opportunity for thoughtful discussion about overcoming gender barriers, and reinforces the message to young readers that on or off the golf course ... *character counts!*

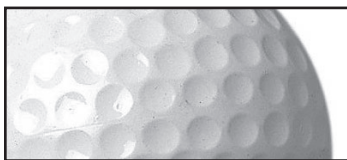


# STANDARDS

Language Arts	1	2	3	4	5	6	7
1. Read closely	•	•	•	•	•	•	•
2. Cite textual evidence to support answers and inferences	•	•	•	•	•	•	•
3. Understand words used in context		•		•		•	•
4. Understand origins of words	•	•	•	•	•	•	•
5. Cause and effect		•		•			
6. Fact and opinion		•					
7. Main idea and supporting details; summarizing	•	•	•		•		•
8. Use the newspaper to locate information	•	•	•	•	•	•	•
9. Uses the internet to locate information			•				
10. Engage in collaborative discussion	•	•	•	•	•	•	•
11. Present knowledge and ideas orally							•
12. Support claims with evidence	•		•				
13. Draw evidence from informational text	•		•	•		•	•
14. Write routinely for a range of specific tasks, purposes, audiences	•	•	•	•	•	•	•

Math	1	2	3	4	5	6	7
1. Measurement—standard and metric		•					
2. Graphing		•				•	

Geography/Social Studies	1	2	3	4	5	6	7
1. Use maps or globes to find absolute location	•		•				
2. Create a timeline of events			•		•		



# LESSON 1

WOMEN DISCOVER THE JOY OF GOLF – ENTHUSIASM

## OBJECTIVES

### Students will:

- Define *enthusiasm*
- Understand the origin of English words
- Find evidence to support claims
- Practice close reading
- Use the newspaper to analyze and summarize

## MATERIALS NEEDED

- *Women Winning Freedom on the Fairways* student supplement, pages 2-3
- Today's newspaper, one copy per student or team
- Lesson 1 Worksheet, one per student or team

## INTRODUCING THE SUPPLEMENT

**SAY:** *The game of golf today is enjoyed by people of all ages, genders, nationalities and races around the world. But that was not always the case. Golf, like many sports, began as less inclusive about who could play, where they could play, what they could wear and what equipment they needed. Today you'll begin a journey to learn about people who made a difference in the game of golf for women. "Women Winning Freedom on the Fairways" takes a closer look at the evolution of equal opportunity for females over two centuries. You'll learn about women who made a difference in the past and championed the way for today's female athletes ... one stroke at a time. Along the way, you'll discover the character traits these golfing pioneers modeled that continue to serve as inspiration for today's generation.*

**Know/Need to Know: ASK:** *What do you already know about golf? About women in golf? What might you need to know to better understand how freedom was won on the fairways? Record responses.*

## INTRODUCING THE TOPIC

**SAY:** *Have you ever been so excited about something that it was difficult to think of anything else? (A birthday? A holiday? Big family event? A music concert?) When something interests you deeply, stays in your thoughts, and gets you excited, you have "enthusiasm" for it.*

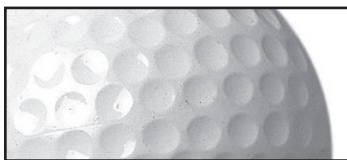
- *What do you have enthusiasm for in school or at home? Do you know someone with enthusiasm for music, T.V. show, a gaming app, dancing or hobby?*
- *What about exercise or sports? How can you tell that people are enthusiastic about a particular sport or team?*

**Before reading:** Locate Massachusetts, New Jersey and New York on a map. Explain that interest in golf for women started on the east coast over 100 years ago.

**Review vocabulary and discuss origin:** As students locate words while reading, review the context of the sentence to understand the meaning.

**Distribute** *Women Winning Freedom on the Fairways*, pages 2-3.

**Claim It! Draw the following chart on the board. SAY:** *As you read closely, locate evidence to support the following claims.* Direct students in teams of two to take turns reading to each other.



## LESSON 1

WOMEN DISCOVER THE JOY OF GOLF – ENTHUSIASM

## VOCABULARY

- enthusiasm – *n.* (Greek *éntheos* having a god within) an interest that controls your thoughts; a lively interest
- golf – *n.* (Old English *gowfe club*) a game in which clubs with heads of wood or metal are used to hit a small ball on a course with 9 or 18 holes
- spectator – *n.* (Latin *specere* to look; regard) a person who looks on or watches; audience
- exuberance – *n.* (Latin *exuberare* to be fruitful) excellence; extremely good; overflowing
- embraced – *v.* (Latin *brāchium* arm) to accept willingly; to adopt as a practice wholeheartedly
- distinction – *n.* (Latin *distinctus* to pick out, distinguish or mark) a quality or characteristic that makes something or someone stand out from others

Claim	Evidence (Possible answers shown)
1. Not everyone supported the idea of women playing golf.	“Women were discouraged from playing sports. Many doctors of the time believe that too much physical activity was bad for women.”
2. Golf was a popular game among people of all ages.	“... if very young children and very old men can compete in golf ... why should it not be played also by women?”
3. Now golf is popular with women.	“Today millions of women of all ages and from all around the world enjoy and compete”

**In Other Words:** What does *The Gentlewoman’s Book of Sports* 1892 quote mean by a “wall of azure”? What metaphor could you use to describe the sky?

## USE THE NEWSPAPER!

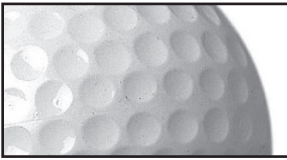
Distribute today’s newspaper—one per person and the Lesson 1 Worksheet.

Pre-select an article from today’s paper that identifies an example of enthusiasm—people showing a “lively interest” in a sport, politics, a movement or a problem. Identify the headline, byline and dateline. Model how to analyze the article with a **who, what, when, where** and **why** matrix. Identify how enthusiasm is evident. Write a quick 4 to 5 sentence summary from the notes.

Have students work with a partner as a ‘golf team.’ Use the worksheet to find other examples of enthusiasm in the news; analyze the article together identifying **who, what, when, where, why** and **how**.

## EXTENSIONS

1. **Team Up:** Brainstorm sports that both men and women play. Are there any sports that only women or only men play?
2. **My Goal:** List two to three things you don’t yet know how to do. (Snow ski, hit a three-point shot on the basketball court, draw cartoons, etc.) Select one and develop a timeline. What steps do you need to do to achieve your goal?
3. **Dear Editor:** Imagine you lived at the turn of the 20th century. Write a letter to the editor of *The Ladies Home Journal* either in support of women playing golf or in defense of keeping golf a sport for men only. What might be some valid reasons for your point of view?
4. **Sports Reporter:** Direct students to find golf news in today’s sports section. What unique words or phrases are used to describe the game of golf that makes it different from other sports? What terms are the same?



# LESSON 1: Worksheet

WOMEN DISCOVER THE JOY OF GOLF – ENTHUSIASM

NAMES \_\_\_\_\_

Define *enthusiasm*: \_\_\_\_\_

Beatrix Hoyt became a champion and inspiration for other girls because of her enthusiasm for the game of golf.

1. Find an article in today's newspaper about someone who demonstrates enthusiasm. Use the following chart to record main ideas and important details in newspaper format. Highlight where *enthusiasm* is evident.

Headline	
Byline	
Dateline	
Who	
What	
When	
Where	
Why	
Evidence of enthusiasm	

2. Use the notes from the chart above to write a 4 or 5 sentence summary about the article.

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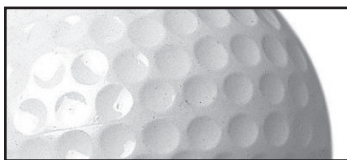
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## LESSON 2

THE BRAVERY OF THE MODERN GIRL – COURAGE

## OBJECTIVES

## Students will:

- Define *courage*
- Understand the origin of English words
- Connect cause and effect
- Create a timeline of events
- Use the newspaper to summarize an article about courage
- Write from a point of view

## MATERIALS NEEDED

- *Women Winning Freedom on the Fairways* student supplement, pages 4-5
- Today's newspaper, one copy per two students
- Ruler
- Lesson 2 Worksheet, one per student or team

## INTRODUCING THE TOPIC

**ASK:** Do you recall a time when someone you know did something very brave? Allow students to share.

*What words mean the same as **courage**? Why do you think courage has its origins in the Latin word for “heart”? (e.g., to have courage means to have strength in your heart to drive you to do something difficult)*

**Review vocabulary:** Have students think of other words with the same root. Direct students to skim the article in one minute to locate any of the vocabulary words.

**Before reading:** Brainstorm different clothing worn for different sports. For which sports do boys and girls wear identical clothing? Imagine you're going to play baseball, basketball, swimming, golf or hiking. How might your clothing and shoe selections be different for different sports?

Giving students a purpose for reading helps focus on text to improve comprehension.

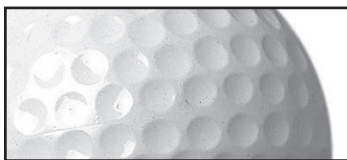
**Write** the following questions on the board: (1) What kinds of clothing did women wear when they began playing golf? (2) Who was Lillian Brooks? (3) What was unique about Alexa Stirling's swing?

**During reading:** Have students underline or highlight answers to the questions. Review.

**After reading:** Match the Cause and Effect statements using evidence from text: (Answers: 1-c; 2-d; 3-b; 4-a)

Cause	Effect
1. Because women golfers wanted more control over the game they loved to play ...	A. ... women went to work in factories.
2. Because Mr. and Mrs. Stirling wanted their daughter to grow up with outdoor sports of all kinds ...	B. ... they gave the trophy to Bob Jones even though Alexa beat him in a tournament.
3. Because they couldn't have a girl beat a boy in playing golf ...	C. ... the USGA Women's Committee was formed in 1917.
4. Because American men were sent to fight World War I in Europe ...	D. ... they built a home near the East Lake Golf Club in Atlanta.





## LESSON 2

THE BRAVERY OF THE MODERN GIRL – COURAGE

## VOCABULARY

- courage – *n.* (Latin *cor* heart) mind or spirit that enables a person to face difficulty, danger, or pain without fear; bravery
- obstacle – *n.* (Latin *obstāculum* to face, block, hinder) something that hinders progress
- chivalry – *n.* (Old French *chevalerie* knightly, a horseman or courtly gentleman) gallant warriors or gentlemen
- activist – *n.* (Latin *āctum* something done) an advocate of a cause
- precision – *n.* (Latin *praecīsus* to cut off, cut short) accuracy; exactness
- champion – *n.* (Latin *campus* field, battlefield) a person who defeats all opponents

**Discuss:** How does Mary Ross' quote from 1915 illustrate courage?

**Timeline:** Create a timeline of events and dates included in this section.

**Fair on the Fairway?** Why might it have been considered fair to award the cup to young Bob Jones even though Alexis beat him in the game? What does it tell you about gender equity in the 1920s?

**Let's Talk:** Provide students time to share ideas with a partner or group. Review with class. How does this vignette illustrate courage? What else does it tell you about Alexa Stirling?

## USE THE NEWSPAPER!

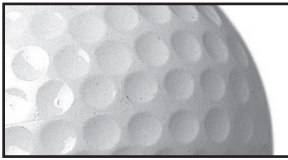
**Does it add up?** Ask students to use the ruler to measure how many column inches are devoted to women's sports compared to men's sports. Demonstrate how to measure column inches (or centimeters). Use Lesson 2 to record findings. Have students predict which gender will have more column inches.

Distribute today's newspaper—one copy per two students, a ruler and the Lesson 2 Worksheet.

**Courage in Action:** Ask students to skim through the news to look for acts of courage. Summarize **who, what, when, where** and **why**.

## EXTENSIONS

- 1. Writing:** If you could be in the newspaper for your own amazing act of courage, what might your article say?
- 2. Point of View:** Imagine it's 1900. Write a diary entry from a male or female perspective about what the other gender gets to wear when playing golf.
- 3. Fan Hunt:** Ask students to list people they are fans of actors, singers, athletes, teams or politicians. Look in the TV/movie and sports sections to see if any of their favorite people are in the news.
- 4. Golf News:** Use the sports section of today's newspaper to find articles about golf. Compare the number of golf articles to those about other sports. Which sports get the most coverage? Graph results.



# LESSON 2: Worksheet

THE BRAVERY OF THE MODERN GIRL – COURAGE

NAMES \_\_\_\_\_

Define *courage*: \_\_\_\_\_

Use the sports section of today’s paper to measure column inches (or centimeters) devoted to women’s and men’s sports. Which gender do you predict will have more?

Column inches (or centimeters) for men’s sports	Column inches (or centimeters) for women’s sports	Difference

Is there a difference in newspaper space devoted to men’s sports and women’s sports? Why?

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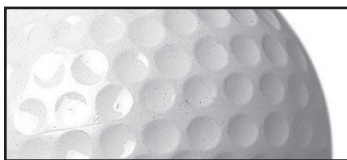
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Select an article in the news that demonstrates *courage*. Summarize using the table below:

<b>Headline</b>	
<b>Who</b>	
<b>What</b>	
<b>When</b>	
<b>Where</b>	
<b>Why</b>	



## LESSON 3

FINALLY! WOMEN ARE FREE TO VOTE – FREEDOM

## OBJECTIVES

## Students will:

- Define *freedom*
- Understand the origin of English words
- Identify and record main ideas on a timeline
- Cite evidence to support claims
- Use the newspaper to locate examples of freedoms in our nation and the world

## MATERIALS NEEDED

- *Women Winning Freedom on the Fairways* student supplement, pages 6-7
- Today's newspaper, one copy per student or team
- Lesson 3 Worksheet, one per student or team

## INTRODUCING THE TOPIC

**ASK:** Do you know someone who voted in the last presidential election? Did both women and men vote? We take it for granted that anyone over the age of 18 who is a citizen of the United States has the right to vote—whether male or female. But voting was not a freedom everyone had when our government was first established.

*Voting is one of the freedoms we have as Americans. What other freedoms do we enjoy? Do children and adults have the same freedoms? Why not?*

**Review vocabulary:** Make a “T” chart to list other words derived from the same roots (e.g., **equality:** equal, equity, equivalent, etc.)

**Before reading:** Tell students they will create a summary of events in this passage. Have student list the following seven dates: 1820, 1872, 1920, 1915, 1917, 1920, 1931.

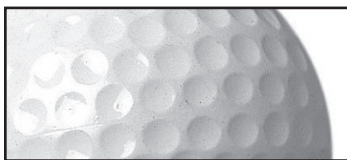
**During reading:** Ask students to write one significant event that occurred on each of the seven dates listed in the fewest words possible to capture the main idea. Have students compare lists.

**Discuss:** What specific passages in this reading demonstrate a barrier to freedom? Why do you think it took almost 50 years from the time Susan B. Anthony voted until the 19th amendment was added to the Constitution?

**After reading:** Ask students to determine if the following claims are true or false by citing evidence (sentences or phrases) to support their position. (Answers shown)

Claim	T/F	Evidence
1. Women always had the same rights as men.	F	1. In 1872, Susan B. Anthony was arrested for voting. 19th Amendment passed in 1920.
2. Giving women the right to vote happened quickly.	F	2. “decades of struggle”
3. In 1915 golf was a sport anyone could afford to play.	F	3. “making golf a sport for the wealthy”
4. Golf became more popular once public courses were built.	T	4. People could play without joining a club; gave more people access to playing

**Discuss:** Does Margaret Mead’s quote from her college days illustrate what we consider freedom today? Why or why not?



# LESSON 3

FINALLY! WOMEN ARE FREE TO VOTE – FREEDOM

## VOCABULARY

- freedom – *n.* (Sanskrit *priyá* dear; precious) exemption from external control, interference, regulation
- equality – *n.* (Latin *aequālis* equal, like, equivalent to) corresponding in quantity, degree, value, rank, or ability
- democracy – *n.* (Greek *dēmokratía* from *dēmo-* people + *-kratía* – government) a government by the people
- amendment – *n.* (Latin *ēmendāre* to correct) an addition to a motion, bill, or constitution
- median – *n.* (Latin *mediānus* in the middle) the middle number in a given sequence of numbers

## USE THE NEWSPAPER!

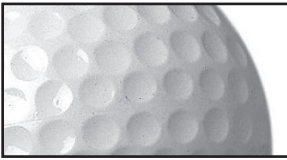
Distribute today's newspaper—one per person and the Lesson 3 Worksheet.

Remind students that freedoms are different in different parts of the world. Use today's newspaper and the graphic organizer to locate three articles that describe local, national or global freedom—or where freedom is denied.

Review directions on Lesson 3 Worksheet. Direct student to find additional examples in local, national and world news.

## EXTENSIONS

- Poetry:** Write the letters F-R-E-E-D-O-M vertically down the left side of a piece of paper. Have students refer to one of their articles on Lesson 3 Worksheet and summarize the main ideas in an acrostic poem format.
- Champs:** Direct students to look in the sports section of today's newspaper for articles about golf. Who are the champions of today? Locate quotes from athletes. What character traits do their words demonstrate?
- Dear Editor:** Imagine you are Susan B. Anthony writing a letter to the editor of the local paper about the night you were served a warrant for your arrest. Include both facts and opinions about the event.
- Go Deeper:** Research one of the following using the internet: The 19th Amendment, Susan B. Anthony, Alexa Stirling, Glenna Collett Vare, public golf courses.



# LESSON 3: Worksheet

FINALLY! WOMEN ARE FREE TO VOTE – FREEDOM

NAMES \_\_\_\_\_

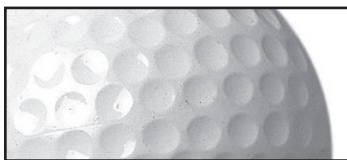
Define *freedom*: \_\_\_\_\_

Freedom is experienced in our local community, the nation and throughout the world—but not all people in all countries experience the same freedoms in the same way.

Find three articles in today's newspaper that demonstrate freedom: one from the local community, one from the national news, and one from world news. Use this worksheet to compare articles. Identify the headline and freedom that is described or denied.

<p><b>Article #1: Community News</b></p> <p>Headline: _____</p> <p>Freedom described: _____</p> <p>OR</p> <p>Freedom denied: _____</p>	<p><b>Article #2: National News</b></p> <p>Headline: _____</p> <p>Freedom described: _____</p> <p>OR</p> <p>Freedom denied: _____</p>
<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="font-weight: bold; font-size: 1.2em;">FREEDOM</span> </div>	
<p><b>Article #3: World News</b></p> <p>Headline: _____</p> <p>Freedom described: _____</p> <p>OR</p> <p>Freedom denied: _____</p>	

1. Why are these stories newsworthy?
2. Why might a freedom be denied?
3. What conclusions can you draw about freedom in our country today? In the world?



## LESSON 4

GOLFING FOR INTERNATIONAL FRIENDSHIP – INNOVATION

## OBJECTIVES

## Students will:

- Define *innovation*
- Read historical expository text about innovation in golf
- Understand the origin of English words
- Match golf terms using context clues
- Practice close reading
- Use the newspaper to identify a 21st Century innovation

## MATERIALS NEEDED

- *Women Winning Freedom on the Fairways* student supplement, pages 8-9
- Today's newspaper, one copy per student
- Lesson 4 Worksheet, one per student or team

## INTRODUCING THE TOPIC

**Review vocabulary:** Ask students to:

- Identify a **competition** they have seen or been part of
- Think of an idea to leave a **legacy** for the next class to follow
- Name an **innovation for a smart phone** that is popular or a **concept** for a new app
- Think of a **valid** reason to be late for an appointment

**Before Reading—SAY:** *Many sports have famous trophies for excellence. In baseball, pitchers compete for the Cy Young Award. In football, there's the Heisman Trophy, while ice hockey claims the Stanley Cup. Golf has its own awards including the Claret Cup and Bob Jones Trophy. Today's lesson introduces you to an award invented by two sisters to celebrate international competition and friendship among women. You'll learn about other innovative ideas that improved the game of golf for women.*

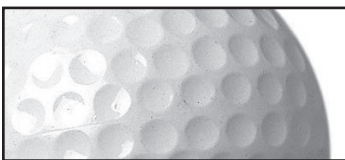
**SAY:** *As you read today's lesson, search for answers to the following Golf Trivia. (Answers provided)*

1. Who was Laurence Curtis?  
(second president of the U.S. Golf Association in 1897-98)
2. What did Laurence encourage his cousins Harriot and Margaret to do?  
(learn to play golf)
3. What did the Curtis sisters do in 1927 that was innovative?  
(donate a trophy to encourage an international match among female golfers)
4. Why were golf courses challenging for women?  
(courses were designed for male golfers)
5. Which female golfer is regarded as a great innovator of golf course design?  
(Marion Hollins)
6. What is innovative about the 16th hole at Cypress Point Club?  
(the shot to the green is 200-yards over the Pacific Ocean)

**After Reading:** Review answers to Golf Trivia.

Match the golf terms introduced in this reading based on context clues.  
(Answers: A,4; B,5; C,1; D,6; E,3; F,2)

<b>A.</b> bunker	<b>1.</b> the number of strokes set for a specific hole or course
<b>B.</b> match	<b>2.</b> a small wooden, plastic or rubber peg from which a ball is driven
<b>C.</b> par	<b>3.</b> the grassy part of the golf course where the pin (flag) and hole (cup) are located
<b>D.</b> bogey	<b>4.</b> any obstacle, as a sand trap or mound of dirt, constituting a hazard
<b>E.</b> greens	<b>5.</b> a game or contest in which two players oppose each other
<b>F.</b> tee	<b>6.</b> a score of one stroke over par on a hole



## LESSON 4

GOLFING FOR INTERNATIONAL FRIENDSHIP – INNOVATION

## VOCABULARY

- competition – *n.* (Latin *competer* to seek) a contest for a prize
- legacy – *n.* (Latin *lēgātus* deputy) something handed down from the past from someone who came before
- innovation – *n.* (Latin *innovāre* to renew, alter, change) something new or different
- concept – *n.* (Latin *capere* to seize) an idea or notion
- valid – *adj.* (Latin *validus* strong) sound, solid, just

Match Cause and Effect (Answers: A,3; B,1; C,4; D;2)

Cause	Effect
<b>A.</b> Because Laurence Curtis loved playing golf ...	<b>1.</b> ... they started an international women's golf competition.
<b>B.</b> Because Margaret and Harriot Curtis invented the Curtis Cup ...	<b>2.</b> ... they wanted to compete and excel.
<b>C.</b> Because golf courses were designed by men ...	<b>3.</b> ... he encouraged his cousins to play.
<b>D.</b> Because more and more women took up the game of golf in the new century ...	<b>4.</b> ... they were more difficult for women to play.

**Discuss:** Why does Margaret Curtis say she would play golf with rocks? Is she using a metaphor? Hyperbole? Simile?

## USE THE NEWSPAPER!

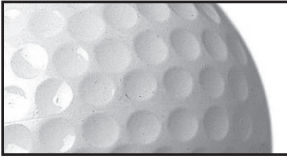
Distribute today's newspaper—one per student and the Lesson 4 Worksheet.

Use today's newspaper to locate an article about a 21st century innovation. Use the information in the article to invent trivia questions students can trade with a classmate to answer.

Use Lesson 4 Worksheet as a graphic organizer.

## EXTENSIONS

- 1. STEM Connection:** People who like inventing often become engineers or scientists. Select an everyday object (television, cell phone, automobile, bicycle, etc.). What idea do you have to improve it? Write a descriptive paragraph about your concept or draw a detailed picture to illustrate innovative changes.
- 2. Observation:** Look around the classroom or school and brainstorm a list of 20 or more inventions that did not exist 100 years ago.
- 3. Scroll through history:** Pick a topic to research and summarize big ideas in three sentences. Topic ideas: Laurence Curtis, the Curtis Cup, Marion Hollins, Cypress Point Golf Course, Glenna Collett Vare, Pasatiempo Golf Club.
- 4. Think Fast:** What are ten creative things you could do with a newspaper?
- 5. Create it!** If you could turn the school into a golf course, what would the design look like?



# LESSON 4: Worksheet

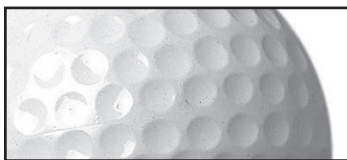
21ST CENTURY INNOVATION TRIVIA

**NAMES** \_\_\_\_\_

Locate an article in today’s paper about a 21st Century invention. Create a list of trivia questions based on the information you read. Trade your article and trivia questions with a classmate to answer.

Section of the Newspaper:	
Headline:	
Questions (You invent)	Answers (Classmate responds)
Trivia Question 1:	1.
Trivia Question 2:	2.
Trivia Question 3:	3.
Trivia Question 4:	4.
Trivia Question 5:	5.
Trivia Question 6:	6.
Trivia Question 7:	7.
Trivia Question 8:	8.
Score	





## LESSON 5

A PROFESSIONAL TOUR FOR WOMEN – PERSEVERANCE

## OBJECTIVES

## Students will:

- Define *perseverance*
- Understand the origin of English words
- Order events on a timeline
- Identify fair and unfair practices
- Use the newspaper to find examples of *perseverance*
- Practice summarizing and close reading

## MATERIALS NEEDED

- *Women Winning Freedom on the Fairways* student supplement, pages 10-11
- Sticky notes – two colors
- Today's newspaper, one copy per student or team
- Lesson 5 Worksheet, one per student or team

## INTRODUCING THE TOPIC

**Review vocabulary.** **ASK:** *Are today's vocabulary words connected? Is there a theme? Can you predict what today's reading might be about?*

**ASK:** *Have you ever wanted something so much that you kept trying in spite of difficulties? Share an example from your own life.*

**SAY:** *When you keep trying to achieve a goal, no matter what challenges come your way, you demonstrate perseverance. What are synonyms for perseverance? (e.g., resolve, grit, determination, diligence, sticking to it, insistence, etc.)*

**ASK:** *Can you think of a character from a movie or book who demonstrates perseverance?*

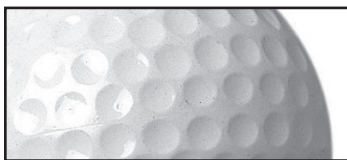
**Before Reading—SAY:** *In the last century the role of women in the work force changed, especially during times of war when thousands of men were called to serve in combat. In today's reading you'll discover what women did, and how they persevered to change opportunities for women—including the game of golf!*

**While Reading:** Direct students to (1) underline events, quotes or statements that seem unfair, and (2) circle events, quotes or statements that show perseverance. Record examples on a T-chart. Discuss.

Unfair	Perseverance

**After Reading—ASK:** *What were some ways women helped the war effort? Was it fair during the war that women worked inside factories in jobs traditionally held by men, but women were not allowed inside golf clubhouses? Should women have been able to keep their factory jobs when men returned from the war?*

**Sticky Note Timeline:** Direct students in teams of two to write the following events on one color sticky note, and the dates on a second color. Have students match the dates and events, and put in timeline order. (See Page 18)  
(Answers: A-7; B-4; C-8; D-6; E-5; F-1; G-2; H-3; I-9)



## LESSON 5

A PROFESSIONAL TOUR FOR WOMEN – PERSEVERANCE

## VOCABULARY

- perseverance – *n.* (Latin *perseverus* very strict) steady persistence in a course of action, purpose or goal in spite of difficulties, challenges, obstacles, or discouragement
- inequality – *n.* (Latin *in* not + *aequalis* equal, even) the condition of being unequal, unfair or uneven; a disparity
- undeterred – *v.* (Latin *dē-* + *terrere* to frighten or prevent) not discouraged or restrained from acting or proceeding
- determination – *n.* (Latin *determinātiōn* the quality of being resolute or firm); to be firm in purpose for a cause, position or goal
- protest – *v.* (Latin *prōtestārī* to testify or state publicly) to object to something publicly
- patriotic – *adj.* (Greek *patriōtēs* a fellow countryman ) showing love or support for your country

Dates	Events
A. 1939	1. Women's Professional Golf Association founded
B. September 1941	2. Ladies Professional Golf Association founded
C. December 1941	3. Women players sit in to protest low prize money; USGA takes over LPGA Women's Open
D. 1943	4. Betty Hicks wins U.S. Women's Amateur and awarded trophy on a Country Club porch
E. 1944	5. Betty Hicks wins \$500 in All-American Open; Byron Nelson wins \$10,000 in same tournament
F. November 1944	6. Helen Dettweiler begins service as an airforce pilot
G. 1949	7. Helen Dettweiler wins Women's Western Open
H. 1953	8. U.S. enters World War II
I. 1958	9. Anne Sander wins U.S. Women's Amateur and denied fee waiver

**DISCUSS:** Once events are in timeline order, what story does the timeline tell over two decades?

**ASK:** Do you agree or disagree that “a woman’s place is in the classroom or the kitchen.” What does this tell you about the prevailing thinking in 1958?

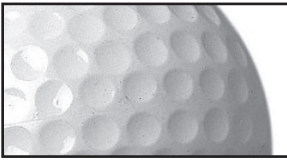
## USE THE NEWSPAPER!

Distribute today’s newspaper—one per team of two and the Lesson 5 Worksheet.

Use today’s newspaper to locate an article demonstrating perseverance in solving a problem. Enter the headline in the center. Summarize the article by answering questions in each box.

## EXTENSIONS

- Road Map:** Have students identify a goal, destination or dream of their own. Design a “road map” for the future.
- Time Capsule:** Select items from today’s newspaper to place in a time capsule that demonstrate contemporary opportunities for women in sports, business and the world. Which articles best illustrate prevailing views? What photographs might be best to include?
- Online:** Research golf rules for women. Prepare a Venn diagram showing the differences between rules for male and female players. What might account for the differences?
- Write On:** Write a letter to the editor identifying an unfair practice in your school or community. Offer facts, opinions and your ideas for a solution.



# LESSON 5: Worksheet

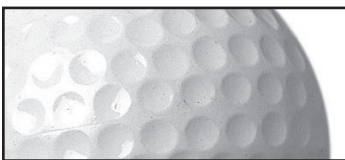
A PROFESSIONAL TOUR FOR WOMEN – PERSEVERANCE

NAMES \_\_\_\_\_

Define *perseverance*: \_\_\_\_\_

Locate an article in today's newspaper demonstrating *perseverance* in solving a problem. Enter the headline in the center box. Summarize the article by answering the questions in each box.

<p><b>What is the problem or challenge?</b></p>	<p><b>Who is working to solve the problem?</b></p>	<p><b>Where are they working?</b></p>
<p><b>Headline</b></p>		
<p><b>What are challenges or difficulties?</b></p>	<p><b>How does this demonstrate perseverance?</b></p>	



## LESSON 6

POPULARITY OF WOMEN'S GOLF GROWS – INCLUSION

## OBJECTIVES

## Students will:

- Define *inclusion*
- Compare examples of inclusion and discrimination
- Understand the origin of English words
- Use a “T” chart to identify quotes or actions that demonstrate inclusivity
- Recognize real world examples of inclusivity or discrimination in the news

## MATERIALS NEEDED

- *Women Winning Freedom on the Fairways* student supplement, pages 12-13
- Today’s newspaper, one copy per student or team
- Lesson 6 Worksheet, one per student or team

## INTRODUCING THE TOPIC

**ASK:** *Have you ever been left out of a game, party or activity for a reason you could not understand or for a reason that seemed unfair? Can you think of a time or occasion when no one was left out or omitted from an activity? (Allow time for discussion.)*

**SAY:** ***Inclusion** means not excluding anyone based on gender, race, class, sexuality, disability, or other characteristic.*

**Discuss** if the following situations are inclusive (fair) or exclusive (unfair or discriminatory):

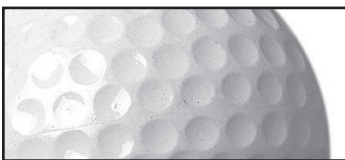
- At recess students form basketball teams. Girls can play with boys, but only if they are tall enough to block shots.
- A new student from Japan enrolls in your school. You sit with him at lunchtime to help him learn English words. Later, you invite him to join the Spirit Club.
- At recess you adjust the rules for dodge ball so a student in a wheelchair can play.

**ASK:** *How do you demonstrate inclusion in your school? In your neighborhood? In your family?*

**Review vocabulary:** Discuss how the Declaration of Independence addresses the protection of basic human rights.

Make a “T” chart on the board. On the left side write “inclusion.” On the right side write “discrimination.” As students read the lesson closely, have them circle actions or words that demonstrate examples of inclusion and underline actions or words that show discrimination. Direct students to share findings first with an elbow partner; then with a group of four. Select one spokesperson to report a finding to the class. Record their answers on the T-chart.

**Critical Thinking:** What evidence is there in this lesson that golf was becoming more popular with common citizens? Did golf’s popularity have a positive or negative impact on the economy? How do you know?



## LESSON 6

## POPULARITY OF WOMEN'S GOLF GROWS – INCLUSION

## VOCABULARY

- boycott – *n.* (from Cpt. C.C. Boycott 1832-97, an Irish land agent against whom renters protested when he refused to reduce rents) an instance of abstaining from buying or using a product or service
- ignited– *v.* ( Latin *ignītus* to set on fire) to set in motion a passionate movement or change as if “burning”
- endowed – *v.* (Latin *dōtāre* to dower; dowery) to provide, create or equip with certain qualities
- unalienable – *adj.* (Latin *non* not + *aliēnāre* to transfer by sale) not capable of being taken away or denied
- discrimination – *n.* (Latin *discrīminātus* separated) making a distinction for or against a thing or person based on the group or category to which that thing or person belongs rather on individual consideration or merit

## USE THE NEWSPAPER!

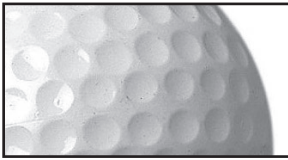
Distribute today’s newspaper—one per person and Lesson 6 Worksheet.

Locate one article in today’s newspaper that gives evidence of inclusion and one that gives evidence of discrimination. Cite evidence to support your claim.

**Discuss:** Have we achieved gender equity? What about people who identify as gay, lesbian, transgender, gender neutral or bisexual? Are their “unalienable” rights also protected?

## EXTENSIONS

- 1. Connect the Dots:** How did the Civil Rights Movement in the 1950s and 1960s impact gender equity?
- 2. Be the Editor:** Write an editorial for your school newspaper addressing non-inclusive behavior on your campus. What advice would you give students?
- 3. Equality:** Title IX at Your School (Secondary): Research the number of female vs. male athletes on teams at your school. Compare to your overall enrollment of males vs. females. Are male vs. female athletes within 5% of males vs. females enrolled at your school? If not, determine options to correct.
- 4. Crosswords:** Write the word I-N-C-L-U-S-I-O-N in the middle of a piece of paper. Think of nine words or phrases that describe inclusion and write as crosswords sharing the same letter. For example, the words ‘joIn’ or “Involve” can be crossed with the letter “I” in Inclusion.



# LESSON 6: Worksheet

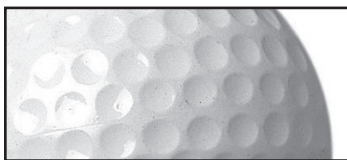
POPULARITY IN WOMEN'S GOLF GROWS – INCLUSION

NAMES \_\_\_\_\_

Define *inclusion*: \_\_\_\_\_

Locate one or more articles in today's newspaper that give evidence of inclusion or discrimination. Use the graphic organizer to record evidence.

	<b>Headline</b>	<b>Section (Sports, Business, World News, etc.)</b>	<b>Page</b>	<b>Evidence</b>
<b>Inclusion</b>				
<b>Discrimination</b>				



## LESSON 7

GREAT WOMEN GOLFERS – SPORTSMANSHIP

## OBJECTIVES

## Students will:

- Define *sportsmanship* and apply it to their own lives
- Understand the origin of English words
- Practice close reading and note-taking skills
- Summarize and deliver an oral report in the first person
- Use different sections of the newspaper to find examples of sportsmanship

## MATERIALS NEEDED

- *Women Winning Freedom on the Fairways* student supplement, pages 14-15
- Today's newspaper, one copy per student
- Lesson 7 Worksheet, one per student or team

## INTRODUCING THE TOPIC

**ASK:** Have you heard the expressions, “Be a good sport” or “Don’t be a sore loser”? What does it mean in the context of the classroom? Playground? In a game or competition?

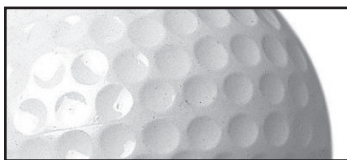
*Describe a time when you have seen or experienced good or bad sportsmanship. What do athletes say or do that models good sportsmanship whether winning or losing?*

**Review vocabulary. SAY:** In teams of two, take turns using each word in a sentence to demonstrate understanding. Does your sentence make sense and provide enough information to understand the meaning?

**Before reading:** Ask students to create the note-taking matrix below.

**SAY:** As you read this last section of the supplement, you’ll practice both close reading and note-taking skills. For each of the featured players, record important facts and details.

	Country	Born	Obstacle(s)	Accomplishment(s)
Annika Sorenstam				
Nancy Lopez				
Lorena Ochoa				
Mariah Stackhouse				
Renee Powell				
Se Ri Pak				
Lucy Li				
Lydia Ko				
Joanne Carner				
Michelle Wie				



## LESSON 7

GREAT WOMEN GOLFERS – SPORTSMANSHIP

## VOCABULARY

## Students will:

- sportsmanship – *n.* (Latin *portāre* to carry) conduct becoming a “sportsman;” being a good winner or loser; acting with courtesy, kindness and fairness
- obstacles – *n.* (Latin *obstāculum* to block or hinder) something that interrupts or prevents forward motion or progress
- recipient – *n.* (Latin *recipient* to receive) a person who receives something
- ambassador – *n.* (Latin *ambactus* retainer, servant) an authorized messenger or representative
- accessible – *adj.* (Latin *accessus* an approach) something that is possible or can be reached

**After reading:** Have students count off from 1 to 10 and assign each student to one of the ten players. **SAY:** *Memorize facts, obstacles and accomplishments about your person’s life. Rehearse a presentation speaking in the first person, but using your own words to make it interesting. You can also use other information from the supplement. For example, “Hi! My name is Annika Sorenstam. I was born in Sweden and am considered by some to be the greatest modern female golfer. Wow! That places me with some remarkable female players in history like Alexa Stirling! Etc ...”*

**Work with a partner** to practice your presentation. Next form small groups to present to each other. **ASK:** *Was it easy, difficult or awkward for males in the class to speak from the point of view of a female athlete?* **Discuss:** Can we learn something about gender perspective or point of view from this activity?

## USE THE NEWSPAPER!

Distribute today’s newspaper—one per person or team and the Lesson 7 Worksheet.

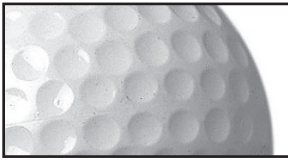
**SAY:** *Great golfers—whether male or female—are admired as much for what they know as for what they show. Athletes have opportunities every day to model good sportsmanship whether winning or losing. Although it’s challenging to be gracious in defeat, it’s just as important to celebrate victory with respect and kindness for the losing team or player.*

Direct students to look through the sports page for actions and words demonstrating good sportsmanship. Record on Lesson 7 Worksheet.

## EXTENSIONS

- 1. What next?** Look in other sections of the newspaper for quotes that show good or bad sportsmanship outside of sports. Is there evidence of “sore losers” in other occupations such as politics?
- 2. Crystal Ball:** Write about the future of women in golf. What will it look like? When will it happen? What will be different?
- 3. Be an ambassador:** You’re speaking to the United Nations Committee on Women’s Rights. What would you say about equality in golf today? Write a 3 to 5 minute speech.
- 4. Comic Strip:** Review the layout and design of a comic strip in the newspaper. Create a 3 to 4 panel comic strip showing two or more of the golfers featured in today’s lesson. What conversation would they have?





# LESSON 7: Worksheet

GREAT WOMEN GOLFERS – SPORTSMANSHIP

NAMES \_\_\_\_\_

1. Write a sentence using *sportsmanship* in a way that *shows rather than tells* the meaning of the word:

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Sportsmanship is equally important whether winning or losing! It demonstrates respect for the game, for the opponent and, above all, the character of the athlete.

2. Find several articles in today’s sports section that demonstrate sportsmanship by what athletes do (“Actions”) or by what they say (“Words”). Identify the article and athlete. Record your findings on the chart.

Headline	Athlete	Actions Demonstrating Sportsmanship	Words Demonstrating Sportsmanship

3. What might you say to a player who lost to you in a competition? Write a quick email message below.

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