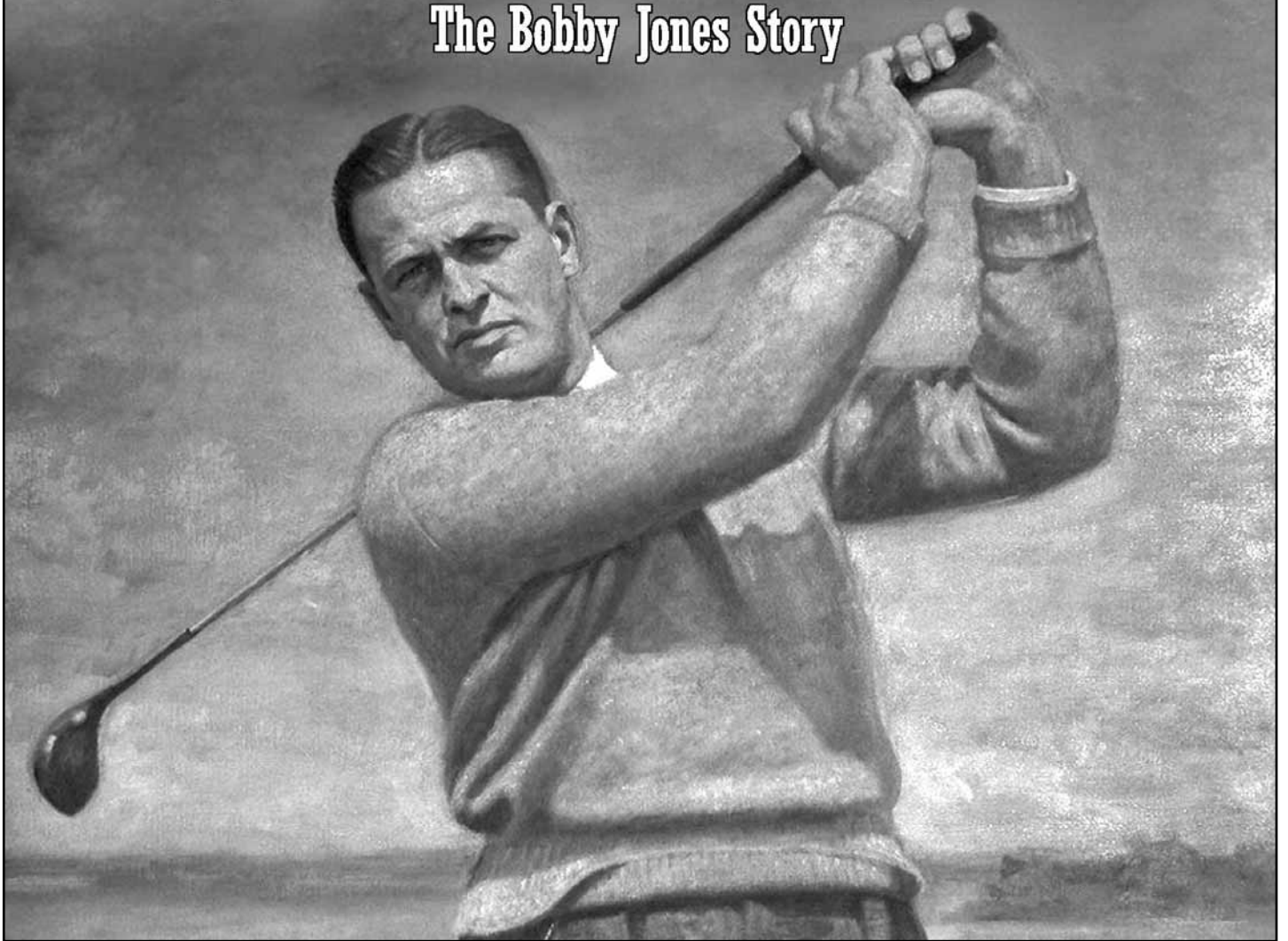


TEACHER GUIDE

CHARACTER OF A CHAMPION

The Bobby Jones Story



USGA

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Table of Contents

	PAGE
INTRODUCTION	3
Standards	4
LESSON 1 Little Bobby — DEDICATION	5
LESSON 2 New Kid From Dixie — COMMITMENT	7
LESSON 3 The “Seven Lean Years” — SELF-DISCIPLINE	9
LESSON 4 The “Seven Fat Years” — INTEGRITY	11
LESSON 5 The Grand Slam — RESPECT	13
LESSON 6 I’m Retiring — SPORTSMANSHIP	15
LESSON 7 “Play the Ball Where it Lies” — COURAGE	17

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Introduction

Letter to Teachers

There's a reason why the United States Golf Association named its highest honor after Bobby Jones some 50 years ago. His accomplishments as a golfer are a standard of excellence that have stood the test of time. More importantly, he carried himself with grace and dignity, whether as a victorious champion or while battling a crippling disease, values that represent the best qualities of a human being.

The stories from Bobby Jones's career are important for all golfers to know. The stories from his life are tools for teaching what's most important about becoming an honorable person.

The United States Golf Association believes there are qualities inherent to the game of golf that, when exposed to a child, have the ability to change a life. Values like dedication, courage, self-discipline, integrity and respect are all values critical to developing children into responsible young adults. They are values critical to the proper playing of the game of golf, and they are values that are personified throughout the life of Bobby Jones.

Seventy-five years ago Bobby Jones captured golf's Grand Slam by winning all four major championships in a single year. He was the first to do so and nobody has yet matched his record. This anniversary provides the opportunity for the USGA Museum to tell another great story – Bobby Jones's story – and once you've heard it, it's hard to forget.

Sincerely,



For the good of the game™



Standards

MCREL STANDARDS FOR CHARACTER OF A CHAMPION – THE BOBBY JONES STORY

LANGUAGE ARTS	LESSONS						
	1	2	3	4	5	6	7
1. Uses the general skills and strategies of the writing process	●	●	●	●	●	●	●
4. Gathers and uses information for research purposes	●	●	●	●	●	●	●
5. Uses the general skills and strategies of the reading process	●	●	●	●	●	●	●
7. Uses reading skills and strategies to understand and interpret informational text	●	●	●	●	●	●	●
8. Uses listening and speaking strategies for different purposes	●	●	●	●	●	●	●
WORKING WITH OTHERS	LESSONS						
	1	2	3	4	5	6	7
1. Contributes to the overall effort of a group	●	●	●	●	●	●	●
GEOGRAPHY	LESSONS						
	1	2	3	4	5	6	7
2. Knows the location of places	●		●		●		
HISTORICAL UNDERSTANDING	LESSONS						
	1	2	3	4	5	6	7
1. Understands and knows how to analyze chronological relationships and patterns		●	●	●	●	●	●
2. Understands the historical perspective (cause & effect, timeline, role of individuals)	●	●	●	●	●	●	●
THINKING AND REASONING	LESSONS						
	1	2	3	4	5	6	7
3. Effectively uses mental processes that are based on identifying similarities and differences							●
CIVICS	LESSONS						
	1	2	3	4	5	6	7
10. Understands the roles of voluntarism and organized groups in American social life	●	●					
27. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities	●	●	●	●	●	●	●



LESSON 1

LITTLE BOBBY

OBJECTIVES

Students will:

- Define *dedication*
- Learn the origins of English words
- Practice sequencing to improve reading comprehension
- Use the newspaper to identify people who have dedicated themselves to a worthy cause
- Use a “who, what, when, where and why” chart to analyze and summarize a newspaper article

VOCABULARY

- dedication – *n.* focusing oneself on a certain course of action
- amateur – *n.* one who plays a sport for pleasure rather than as a profession
- wholeheartedly – *adv.* done with sincerity, earnestness
- unprecedented – *adj.* unheard of
- prestigious – *adj.* having a famous reputation
- paternal – *adj.* related through one’s father

TOOLS NEEDED

- *Character of a Champion: The Bobby Jones Story* student supplement, pages 2-3
- Lesson 1 Worksheet, one per student
- Today’s newspaper, one copy per student

INTRODUCING THE TOPIC:

■ ASK:

- What does *dedication* mean? (NOTE: From Latin: *de-* down + *dicare* to proclaim); one definition of dedicate is *to devote yourself to some work or duty.*
 - What things have you dedicated yourself to?
 - How do you show your dedication in school? Hobbies? Sports?
 - Have students define *dedication* by giving examples that “show” rather than “tell” the meaning. For example, “I am so dedicated to learning to play the guitar well that I practice three hours daily.”
- Have students brainstorm what they know about golf – the rules, the equipment and the players.
- **Before reading:** Locate Atlanta, Georgia on a U.S. map.
- Review vocabulary and write words and a brief definition or synonym on the board. Tell students they will circle vocabulary words as they read and substitute with a brief definition or synonym.
- Distribute *Character of a Champion: The Bobby Jones Story*, pp. 2-3.
- Read the introduction and then inform students that they will be reading about an unlikely champion who was sick as a child, learned golf by imitation and never took a formal lesson.
- Have students sequence the events that led to Jones becoming a childhood golfing sensation.
- Tell students to look for facts telling why Jones is famous in sports history.

Teacher Note: *Identifying a task before reading gives reading a “purpose.” Having students underline, circle or number items helps with comprehension.*

USING TODAY’S NEWSPAPER

- Distribute today’s newspaper—one per person and the **Lesson 1 Worksheet**.
- Pre-select an article from today’s paper that describes a person or group dedicated to a worthy cause. Model how to analyze this article with a “who, what, when, where, why and how” chart. Write a summary from the notes.
- Have students work with a partner and use the worksheet to analyze an article on their own.

EXTENSIONS

1. Look through the newspaper to identify a need in your community and brainstorm ideas to address it.
2. Generate a list of questions students can use to interview an adult about an experience or memory of a sporting event from their childhood. Write a summary of their interview using newspaper format: who, what, when, where, why and how.



LESSON 1: Worksheet

LITTLE BOBBY — DEDICATION

NAME _____

Define *dedication*: _____

Jones made his dream come true by dedicating himself to golf from the time he was young. This meant watching, learning, practicing and working hard to become better day by day.

1. Find an article in today's newspaper about people dedicating themselves to a goal, project, cause or dream. Use the following chart to record facts, main ideas and important details.

Headline	
Byline	
Dateline	
Who	
What	
When	
Where	
Why	
How	

2. Use the notes from the chart above to summarize the article:



LESSON 2

NEW KID FROM DIXIE

OBJECTIVES

- Define *commitment* and give examples
- Practice strategies to improve reading comprehension
- Use the editorial section of the newspaper to identify fact and opinion

VOCABULARY

- commitment – *n.* devoting oneself unreservedly to achieve a goal
- exceptionally – *adv.* performing extraordinarily well; unusually well
- passion – *n.* an intense, extreme feeling; a strong desire for a cause
- perfectionist – *n.* one who demands of himself or others a high degree of excellence
- par – *n.* In golf, the number of strokes allowed for a hole when perfectly played

TOOLS NEEDED

- *Character of a Champion: The Bobby Jones Story* student supplement, pages 4-5
- Lesson 2 Worksheet, one per student
- Today's newspaper, one copy per student

INTRODUCING THE TOPIC:

■ ASK:

- What does *commitment* mean? (NOTE: From Latin: *com* – together + *mittere* to send + *ment* the act of)
- How are commitment and dedication similar? Explain to the students that once you dedicate (devote) yourself to a goal, you must make a commitment (promise) to work consistently to achieve it.
- Have students use the word *commitment* in a sentence that shows they understand the meaning by using examples from their own lives. (Model a sentence for students to follow: *It took three years of commitment to become proficient at playing the guitar.*)
- How might commitment help someone overcome obstacles?

- Review vocabulary. Have students use each word in a sentence to check for understanding.

- **Before reading:** Background Information: “*Dixie*” is a common name for the southern United States. The origin of the word is unclear. Some people believe it derived from “*dix*” meaning “ten” written on the back of \$10.00 bills distributed by a Louisiana bank before the Civil War. Others say it came from a song sung by black slaves about a kindly slaveholder named “*Dixie*.” A third theory claims it refers to the Mason-Dixon line, a boundary delineated by two British surveyors, Charles Mason and Jeremiah Dixon, that separated the free states from the slave states. (Resource: Funk & Wagnalls New Encyclopedia; Vols. 8, 17).

- **During reading:** Have students underline or highlight key events

- **After reading:** Have students draw a timeline from 1913 to 1917 and record events in the order they occurred while reading. Allow time for students to compare timelines. What kind of headlines would have been written about Jones during these years? List student ideas on the board to correspond with events from the timeline.

USING TODAY'S NEWSPAPER

- Distribute today's newspaper —one per person and the **Lesson 2 Worksheet** and review directions.
- Refer to the “New Kid from Dixie - *Commitment!*” section of the student supplement. Remind students that Jones committed his time fully to realizing his dream because golf was his passion. Often people who are passionate about a cause express their views publicly on the Editorial page. Select a letter, read it to the class and help students identify the ideal to which the writer is committed. Point out facts and opinions expressed by the writer.
- Direct students to use Worksheet 2 to evaluate other letters to the editor, identifying fact and opinion.

EXTENSIONS

1. Look for stories about young people making a difference in your community, the nation or the world. Post these “Kid Wonders” on a bulletin board.
2. Use the sports section of the 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

NEW KID FROM DIXIE — COMMITMENT

NAME _____

Define *commitment*: _____

When people have committed themselves to an ideal, they often have strong opinions and feelings about the topic. One place in the newspaper where people share thoughts about their commitments is in the letters to the editor. Often their passionate feelings about a topic lead them to express strong opinions along with the facts. Look through the editorial section for letters addressing different issues in the news. If possible, compare letters expressing different points of view on the same topic.

1. Use the graphic organizer to record the topic of the letters and identify facts and opinions expressed.

	FACTS	OPINIONS
Letter topic:		
Letter topic:		
Letter topic:		

2. What is your opinion? Write a letter to the editor about a topic in the news that concerns you. Include both facts and opinions to express your position on the issue.



LESSON 3

SEVEN LEAN YEARS – LEARNING SELF-CONTROL

OBJECTIVES

- Define *self-discipline*
- Identify cause and effect strategies to improve reading comprehension
- Use the newspaper to locate quotes of athletes that demonstrate a positive attitude whether winning or losing
- Summarize information on a graphic organizer

VOCABULARY

- self-discipline – *n.* training or controlling oneself to improve in some behavior
- nickname – *n.* a descriptive name given to a person instead of their actual name
- high-strung – *adj.* extremely sensitive
- restraint – *n.* self-repression; the act of holding oneself back
- inglorious – *adj.* not honorable or courageous; disgraceful

TOOLS NEEDED

- *Character of a Champion – The Bobby Jones Story* student supplement, pages 6-7
- Lesson 3 Worksheet, one per student
- Today's newspaper, one copy per student

INTRODUCING THE TOPIC:

■ ASK:

- What does *self-discipline* mean? (NOTE: From Latin: *discipline* - instruction) List ideas students generate to develop a shared definition.
- How is *self-discipline* demonstrated? Give examples of what it looks like in a public place such as a ballpark or movie theater? In the classroom? On a team?

- Review vocabulary. Ask students to: share **nicknames** they have heard; give an example of a “**high-strung**” animal, person or character; identify a time they showed **restraint**; and brainstorm a list of **inglorious** events in the news.

- **Background information:** The “Old Course” in St. Andrews, Scotland which has been considered the “home” of golf for hundreds of years. In 1123 King David gave the “links” to the people of St. Andrews as “common” land or property the community would share. Golf has been played there since around 1400 AD. The game of golf grew in popularity over the years and by the 1800s it was a way of life for the people of St. Andrews – as ball makers, club makers, caddies and players. It is still a major part of the economy of St. Andrews today.

- **Before reading:** Tell students they will look for “cause and effect” relationships in this passage. Write the following sentence starters on the board and have students copy and complete as they read. This gives students (especially English learners) a framework for constructing answers in “academic English” and practice writing compound sentences. Point out that the first part of the sentence is a dependent clause that must be followed by a comma and a complete sentence (the independent clause).

1. Because Jones could not control his temper, _____
2. Because Jones picked up his ball in the British Open at St. Andrews, _____
3. After Jones threw his golf club after a bad shot, _____
4. Because Jones developed self-discipline and learned to control his temper, _____

- Open *The Bobby Jones Story* to pp. 6-7 and guide students through the reading, assign partners to share reading or read silently.

- Review responses to check for cause and effect.

USING TODAY'S NEWSPAPER

- Distribute today's newspaper—one per person and the Lesson 3 Worksheet.
- Refer to the “The ‘Seven Lean Years:’ *Learning Self-Control*” section of the student supplement. Remind students that Jones had to consciously work to overcome his temper to become a real champion. Locate articles in today's sports section that quote winning and losing athletes or coaches. Use a chart to record quotes demonstrating that in the face of victory or defeat, athletes/coaches need to be professional in their attitude.
- Direct students to continue using Worksheet 3.

EXTENSIONS

1. Have students look in the sports section of today's newspaper to find and summarize articles about golf. Who are the champions of today? What character traits do they possess?
2. Research the history of St. Andrews, Scotland. www.standrews.org.uk



LESSON 3: Worksheet

THE "SEVEN LEAN YEARS:" LEARNING SELF-CONTROL — SELF-DISCIPLINE

NAME _____

Define *self-discipline*: _____

Jones had to work hard to change his attitude about challenges on the golf course. By developing self-control, he was able to improve his game and become a real hero in the eyes of many. Locate articles in today's sports section that quote athletes or coaches. Use the chart to record quotes that reveal their character — whether winning or losing.

Name of Athlete or Coach	Sport/Team	Quote

1. Are the attitudes expressed by winners and losers professional? Do they express a positive outlook?
2. What do their words tell you about the character of the athletes or coaches? Do they demonstrate self-control?
3. Are the athletes/coaches committed to improving? How can you tell?



LESSON 4

THE “SEVEN FAT YEARS”

OBJECTIVES

- Define *integrity*
- Identify synonyms
- Record information on a timeline
- Use a newspaper to analyze truth in advertising

VOCABULARY

- integrity – *n.* doing what is right because it is right; honesty
- competitor – *n.* one who contends with others in a game or business
- grit – *n.* strength of character; courage
- polished – *adj.* refined or elegant

TOOLS NEEDED

- *Character of a Champion – The Bobby Jones Story* student supplement, pages 8-9
- Lesson 4 Worksheet, one per student
- Today’s newspaper, one copy per student

INTRODUCING THE TOPIC:

■ ASK:

- What does *integrity* mean? (NOTE: From Latin: *integer* – untouched)
 - Integrity means doing what is right even when no one is looking. Have students give examples of situations in which they might display integrity when alone or use the following scenarios:
 - You find \$10.00 in a classroom desk or on the ground at school.
 - You realize you did not touch second base when running to third.
 - Your parents told you not to take the car, but left the keys on the counter.
 - How important is integrity in friendship? Relationships? In your family?
- Review vocabulary. Have students identify synonyms for each word.
- **Before reading** *The “Seven Fat Years,”* tell students they are going to create a seven-year timeline of the events in this section to help with comprehension.
- Open *Character of a Champion—The Bobby Jones Story* to pp. 8-9.
- Draw a timeline on the board from 1923 to 1930 with a label for each year. As students read, fill in the events. If Jones was born in 1902, how old was he when these events occurred?
- **Ask:** What events from Jones’s life illustrate integrity?

USING TODAY’S NEWSPAPER

- Distribute today’s newspaper — one per person and the **Lesson 4 Worksheet**.
- Refer to “*The ‘Seven Fat Years’ – Integrity*” section of the student supplement. Tell students that “setting a standard” means establishing a criterion of excellence for others to follow. Jones demonstrated integrity by assessing penalties even when it cost him a championship. Ask students if they ever purchased a product and were later disappointed because it did not live up to its advertised claims. Locate an advertisement in today’s newspaper and analyze the words and phrases used to persuade the consumer. Are the claims honest? Exaggerations? What questions would a wise consumer ask?
- Direct students to continue on their own using Worksheet 4.

EXTENSIONS

1. Write a letter to someone in the news who has demonstrated integrity. Tell why you admire his or her actions.
2. Look through the newspaper for an article about a politician, actor or someone in public life who has demonstrated a lack of integrity. What advice would you give this person?
3. Read an article in today’s newspaper and use a simple timeline to summarize events in the order they occurred.
4. Direct students to create a timeline of their own life listing high points above the timeline and challenges below.



LESSON 4: Worksheet

THE "SEVEN FAT YEARS" — INTEGRITY

NAME _____

Define *integrity*: _____

Jones modeled that playing golf with integrity was more important than winning championships. His behavior set a standard for others to follow. Having integrity means acting in a just and truthful way. The phrase "truth in advertising" means representing a product for sale with integrity so the consumer is not misled.

Find an advertisement in today's newspaper. Underline words or phrases used to describe the object and write them on the left side of the chart. On the right side, write a question that a consumer might ask to check for authenticity.

Object advertised: _____

Section: _____ Page: _____

Words/Phrases Describing the Advertised Object	Question the Consumer Might Ask to Clarify

Questions:

1. Does the advertisement use misleading terms or exaggeration? Explain.
2. Why is it important to question the claims in advertisements?

Rewrite the ad using "truth in advertising."



LESSON 5

THE GRAND SLAM

OBJECTIVES

- Define *respect*
- Use “reciprocal teaching” strategies of **clarifying, questioning, predicting** and **summarizing** to improve reading comprehension of expository text.
- Use the sports section to find examples of players that students respect and articulate reasons why students respect these athletes.

VOCABULARY

- respect – *n.* to treat with care; to hold in esteem
- quest – *n.* a search
- gallery – *n.* a group of spectators
- alternating – *v.* to follow one another by turns
- erratically – *adv.* not usual; irregularly

TOOLS NEEDED

- *Character of a Champion – The Bobby Jones Story* student supplement, pages 10-11
- Lesson 5 Worksheet, one per student
- Today’s newspaper, one copy per student

INTRODUCING THE TOPIC:

■ ASK:

- Say: When someone treats you with care and kindness or holds you in high regard, they *respect* you. (From Latin: *re* – again + *specere* to look) Ask students to give examples of people they respect or ways to show respect.
- What are synonyms for respect? Record responses and develop a student definition.
- Identify remaining vocabulary in context before reading and review with students.
- Today’s reading skills focus on “reciprocal teaching” strategies (**clarifying, summarizing, predicting, questioning**) to understand expository text. These steps should be followed for each paragraph:
 - a) Number the paragraphs.
 - b) Have students use a piece of paper to cover everything except the paragraph to be read. Read one paragraph to the class or have student volunteers read it out loud.
 - c) Ask students if you need to **clarify** any unfamiliar words or phrases.
 - d) Ask **questions** about what was just read to check for understanding.
 - e) Have volunteers **summarize** the main idea in ten words or less. Record on a chart next to “Paragraph 1.”
 - f) Have students **predict** what might happen in the next paragraph. Check predictions after reading.

■ Direct students to open *Character of a Champion—The Bobby Jones Story* to pp. 10-11.

■ Repeat the above steps for paragraph 2, paragraph 3, etc.

■ When finished, review summary statements from the chart. Finally, have students orally summarize the article to a partner.

USING TODAY’S NEWSPAPER

■ Distribute today’s newspaper—one per person and Lesson 5 Worksheet.

■ Refer to “*The Grand Slam – Respect*” section of the student supplement. Remind students that people respected Jones for his athletic ability *and* the way he conducted himself on and off the course. Direct students to the sports section. Ask: Are some athletes respected for their talent alone, while others are respected for their talent *and* character? Discuss.

■ Direct students to use the worksheet to record their findings.

EXTENSIONS

1. Have students locate articles in today’s newspaper describing people’s actions. Do students respect or not respect the people in the news?
2. Read about a politician you admire. Write a letter telling the politician what you respect about him/her and what suggestions you have for him to gain the respect of others.
3. Find words or phrases describing character traits in the news.



LESSON 5: Worksheet

THE GRAND SLAM - RESPECT

NAME _____

Define *respect*: _____

We can respect people for their talents and their character. Look through the sports section of today's newspaper for athletes you respect for their talents and playing ability alone. List their names, sports and reasons why you respect them in Table 1. Identify other athletes you respect for their skill, character, *and* the way they treat others. List them in Table 2.

TABLE 1.
Athletes I Respect for Playing Ability Alone

Name	Sport	Reasons why I respect this athlete

TABLE 1.
Athletes I Respect for Playing Ability *and* Character

Name	Sport	Reasons why I respect this athlete

Which is more important – to be respected for playing a sport well or for how well you treat others? Why?



LESSON 6

I'M RETIRING

OBJECTIVES

- Define *sportsmanship* and apply it to their own lives
- Practice note-taking to improve reading comprehension using a “T” chart
- Practice summarizing in ten words or less
- Use the sports section to find examples of sportsmanship

VOCABULARY

- avid – *adj.* eager
- legacy – *n.* anything passed on from an earlier era
- endeavor – *n.* an attempt to attain something
- commission – *v.* to appoint

TOOLS NEEDED

- *Character of a Champion - The Bobby Jones Story* student supplement, pages 12-13
- Lesson 6 Worksheet, one per student
- Today’s newspaper, one copy per student

INTRODUCING THE TOPIC:

■ ASK:

- What does it mean to be a “good sport”? (NOTE: The word “sport” is from Middle English: short for *disporten*: to divert (amuse oneself); disport. *Sportsmanship* relates to conduct becoming to one participating in a sport having to do with fairness, respect for one’s opponent and graciousness in winning) [Merriam Webster Online Dictionary].
- Tell about times in your life when you experienced good or bad sportsmanship? How do you display good sportsmanship at the end of a game when you win? When you lose?
- What other words have *sport* as a root? (sporting, sportive, sportsman, sportswoman, sportswear, sporty)

- Review vocabulary. Have students use each word in a sentence to demonstrate understanding.

- **Before reading** “*I’m Retiring*,” have students fold a piece of paper in half lengthwise and label two columns “Actions” and “Words.” As they read, instruct students to note things Jones did (“Actions”) and said (“Words”) that demonstrated good sportsmanship. Encourage students to summarize by restating in ten words or less.

- Open *Character of a Champion – The Bobby Jones Story* to pp. 12-13. After reading: Have students take turns sharing one item on their charts. Record information on a class chart for a class summary. Have students help you summarize information in ten words or less.

■ ASK:

From reading this series, what other things did Jones do that demonstrated good sportsmanship? (called penalties on himself, respected other players, was kind to fans, was gracious in winning)

USING TODAY’S NEWSPAPER

- Distribute today’s newspaper — one per person and the Lesson 6 Worksheet.
- Refer to “Use the Newspaper” section of the student supplement.
- SAY: Bobby’s golfing etiquette was admired by his competitors and fans. Everyday athletes have opportunities to model good sportsmanship whether winning or losing. Although it is challenging to be gracious in the face of defeat, it is also important to celebrate victory with respect for the losing team or player.
- Direct students to look through the sports page for examples of sportsmanship – good or bad and record findings on Worksheet 6.

EXTENSIONS

1. Find “good news” articles in today’s paper and create a good news bulletin board. Include examples of positive sportsmanship. Contribute articles from week to week.
2. Search through the sports section to find articles with datelines from different cities. Write the headline and dateline on a sticky note and locate the state or city on a map of the U.S.



LESSON 6: Worksheet

I'M RETIRING — SPORTSMANSHIP

NAME _____

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

Sportsmanship is equally important whether winning or losing for it demonstrates respect for the game and the opponent. Most important, good sportsmanship shows the strength of 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 below.

Headline	Athlete	Actions Demonstrating Sportsmanship	Words Demonstrating Sportsmanship

3. Why is it important for professional athletes to display good manners, etiquette and sportsmanship?



LESSON 7

“PLAY THE BALL WHERE IT LIES”

OBJECTIVES

- Define *courage* and understand its connection to the root word “heart”
- Use a flow chart to sequence events
- Use the newspaper to compare and contrast examples of *courage*

VOCABULARY

- chronic – *adj.* continuing a long time
- cervical – *adj.* of or pertaining to the neck
- vertebrae – *n.* bones of the spinal column
- degenerative – *adj.* having become worse
- atrophy – *v.* to waste away or wither
- paralysis – *n.* partial or complete loss of motor function as a result of injury to the nervous system

TOOLS NEEDED

- *Character of a Champion - The Bobby Jones Story* student supplement, pages 14-15
- Lesson 7 Worksheet, one per student
- Today’s newspaper, one copy per student

INTRODUCING THE TOPIC:

■ ASK:

- What are some words that mean the same as *courage*? (NOTE: From Old French: *corage* and Latin *cor* heart.) Why do you think “*courage*” is derived from the word for heart? (E.g., to have courage means to have fearlessness in your heart.)
- Think about films or books that portray someone acting with courage. (Allow time for students to share – there are many examples including “*Lord of the Rings*,” “*Harry Potter*,” “*Braveheart*,” “*Schindler’s List*,” “*The Diary of Anne Frank*,” etc.) What do these people or characters have in common?

- Review vocabulary. There are a number of medical terms in this lesson. Write the vocabulary words, definition, and the context of the sentence to help students gain meaning. Underline words in the passage as it is read.

- **Before reading** “*Play the Ball Where it Lies*,” draw a series a series of 6-7 boxes with arrows leading from one to the other.

- Tell students that as they read, they will sequence the main events of the last 23 years of Jones’s life.

- Open *Character of a Champion - The Bobby Jones Story* to pp. 14-15. As students read, have them summarize events to record in the flow chart.

■ ASK:

After reading this section, ask students what did Jones mean by using the golf rule - “play the ball where it lies” - to describe his health? How are his actions an inspiration? What other choices could he have made?

USING TODAY’S NEWSPAPER

- Distribute today’s newspaper —one per person and Lesson 7 Worksheet.

- Refer to the “Use the Newspaper” section of the student supplement. Remind students that Jones displayed remarkable courage during his illness and continued to inspire fans around the world. Newspapers are full of examples of everyday heroes. To model the activity for students, pre-select an article or two from today’s paper. Use the information to complete one of the four sections on the worksheet.

- Review directions and check for understanding.

- Direct students to use the graphic organizer on Worksheet 7 to identify and compare everyday heroes.

EXTENSIONS

1. “Play the ball where it lies” is an example of an idiom. Write the letters A to Z on the board and have students brainstorm idioms – from “a ghost of a chance” to “zip your lip.” Challenge students to find at least one idiom for each letter. (HINT: Use the Internet to research)
2. Categorize newspapers stories of bravery. Sort events by: local, national, or international; men, women, children; combat, sports, other news. Are there different types of courage? Are some stories more “courage worthy” than others?
3. Write the letters C-O-U-R-A-G-E vertically down the left side of a piece of paper. Have students read and article about someone who is brave and summarize the article in an acrostic poem format.



LESSON 7: Worksheet

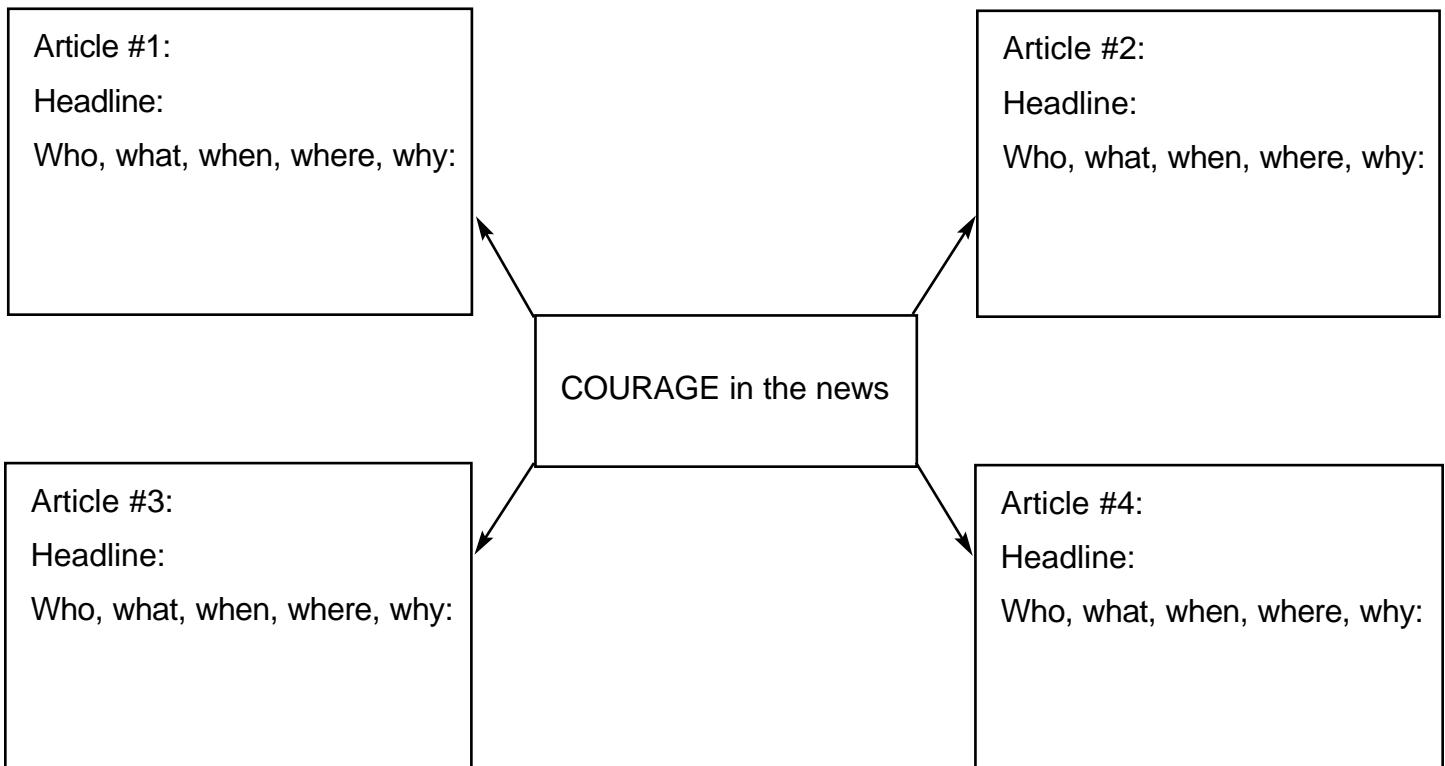
"PLAY THE BALL WHERE IT LIES" — COURAGE

NAME _____

1. Define *courage*: _____

Acts of courage happen everyday in our local communities, the nation, and throughout the world - and by all kinds of people including children, teenagers, adults, elderly, male, and female. People do not always realize they are courageous until confronted with a situation where they must make a decision to help others even if it puts them at risk.

2. Find four articles in today's newspaper about people showing *courage* in different ways. Use the graphic organizer below to compare their acts of courage. Identify the headline and use *who, what, when, where and why* newspaper format to summarize.



3. Prepare an oral report using the information in the graphic organizer to present ideas. Answer the following questions:

- Why are these actions newsworthy?
- How are the acts of courage similar?
- How are they different?
- What do you think it means to have courage?