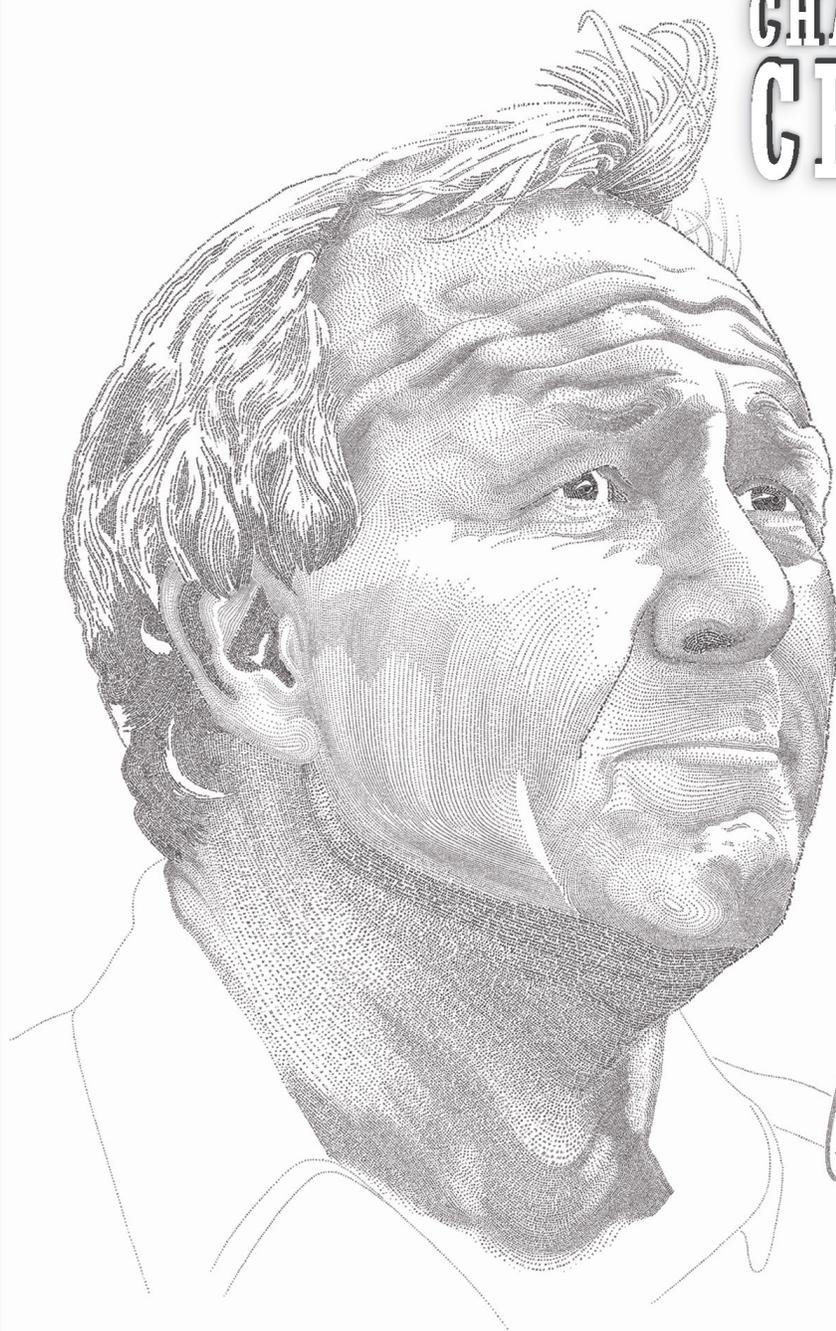


# TEACHER GUIDE

## CHARACTER OF A CHAMPION



Arnold Palmer Portrait Interactive: "Gratitude," a unique portrait by California artist James David Chase, will be the focus of the Arnold Palmer Room at the USGA Museum. A touch-screen database will allow visitors to explore the portrait in a variety of ways, as well as learn how the work was created. It took Chase 14 years to complete the portrait. Writing words at a tenth their normal size required phenomenal patience. He averaged just eight words per hour.

PRESENTED BY: United States Golf Association





## TABLE OF CONTENTS

|  | <b>PAGE</b> |
|--|-------------|
| <b>INTRODUCTION</b> .....  | 3           |
| <b>STANDARDS</b> .....   | 4           |
| <b>LESSON 1</b> A Living Legend — Self-Reliance.....                   | 5           |
| <b>LESSON 2</b> Rising Star — Concentration .....                      | 8           |
| <b>LESSON 3</b> King of Golf — Boldness.....                           | 11          |
| <b>LESSON 4</b> A Brief History of Golf — Famous Names and Places..... | 13          |
| <b>LESSON 5</b> The Face of Golf — Sportsmanship.....                  | 16          |
| <b>LESSON 6</b> Family Man, Businessman, Athlete — Integrity .....     | 18          |
| <b>LESSON 7</b> Endorsing What Counts — Responsibility .....           | 20          |

This teacher guide was written by Elena Toscano and Vicki Whiting. The “Character of a Champion” student supplement was written by Ellen Toscano and Vicki Whiting. Both the guide and the supplement were designed by Dawn Armato-Brehm and production management was by Vivien Whittington.

Special thanks go to the sponsor of this project, the United States Golf Association. Special appreciation also goes to David Normoyle and Douglas Stark of the USGA for their assistance with curriculum development, fact checking and access to archival materials.



## INTRODUCTION

### Letter to Teachers

Since bursting onto the golf scene by winning the 1954 United States Amateur, Arnold Palmer has been one of the most influential athletes of the last half century. A recipient of the 1971 Bob Jones Award, the USGA's highest honor, Palmer was the first man to win three different USGA championships: the 1954 U.S. Amateur, the 1960 U.S. Open, and the 1981 U.S. Senior Open. So profound is Arnold Palmer's impact on the game, its people, and the USGA that he was asked in 1975 to serve as the chairman of the USGA's Members Program.

The stories from Arnold Palmer's career are important for everyone to know. His competitive nature, business acumen, golf course architecture design, and charitable endeavors are tools for teaching what is most important about living a full and giving life.

The United States Golf Association believes that there are qualities inherent in the game of golf that, when shared with a child, can change a life. Values like self-reliance, integrity, responsibility, and dedication are all values critical to helping children develop into responsible young adults. They are values that are personified in the life of Arnold Palmer.

In 2005, the USGA decided to renovate and expand its museum, the nation's oldest museum devoted solely to sports. The new addition was named the Arnold Palmer Center for Golf History to honor the enduring connection that Palmer represents between the game and the people who play and love it. The exhibitions focus on USGA champions and memorable moments in championship history. We are most pleased that the opening of the USGA Museum provides an opportunity to discuss our many champions, especially Arnold Palmer and his contributions both on and off the course.

Sincerely,

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



## STANDARDS

| LANGUAGE ARTS  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Uses the general skills and strategies of the writing process   | ● | ● | ● | ● | ● | ● | ● |
| • Summarize  | ● |   | ● |   |   |   |   |
| • Writing genres   |   |   | ● |   | ● | ● |   |
| 2. Understands Greek and Latin origins of English words  | ● | ● | ● | ● | ● | ● | ● |
| 3. Gathers and uses information for research purposes  |   |   | ● |   |   |   |   |
| 4. Uses the general skills and strategies of the reading process   | ● | ● | ● | ● | ● | ● | ● |
| • Cause and Effect   | ● |   |   |   |   |   |   |
| • Identify Main Idea and Supporting Details  | ● |   |   |   |   |   |   |
| • Answer Questions to Demonstrate Comprehension  |   | ● |   | ● |   |   |   |
| 5. Uses reading skills and strategies to understand and interpret informational text                                 | ● | ● | ● | ● | ● | ● | ● |
| • Research Using the Newspaper   | ● | ● | ● | ● | ● | ● | ● |
| • Vocabulary Word Work   | ● | ● | ● | ● | ● | ● | ● |
| 6. Uses listening and speaking strategies for different purposes   |   |   | ● |   |   |   | ● |
| WORKING WITH OTHERS  |   |   |   |   |   |   |   |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Contributes to the overall effort of a group  | ● |   |   | ● |   |   | ● |
| GEOGRAPHY  |   |   |   |   |   |   |   |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Knows the location of places  | ● |   |   |   |   |   |   |
| HISTORICAL UNDERSTANDING   |   |   |   |   |   |   |   |
|  | 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)                            |   |   | ● | ● |   |   |   |
| MATHEMATICS  |   |   |   |   |   |   |   |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Uses reasoning and computation skills to solve problems   | ● |   |   |   |   |   |   |
| 2. Graphing  |   | ● |   |   |   |   |   |
| CIVICS   |   |   |   |   |   |   |   |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Understands the roles of voluntarism and organized groups in American social life                                 |   |   |   |   |   | ● | ● |
| 2. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities | ● | ● | ● | ● | ● | ● | ● |



## LESSON 1

## ARNOLD PALMER: A LIVING LEGEND — SELF-RELIANCE

## LEARNING

**Students will:**

- Define *self-reliance*
- Understand Greek or Latin origin of English words
- Identify cause and effect; main idea and important details
- Use the newspaper to find examples of self-reliance; analyze using newspaper format: *Who, what, when, where and why*
- Write a brief summary of a newspaper article

## VOCABULARY

- legend – *adj.* very well known. (Latin *legenda* things to be read, from *legere* read)
- equivalent – *adj.* equal in function or value (Latin *aequivalere* be of equal worth)
- honorable – *adj.* worthy of honor (Latin *honor*)
- discharge – *n.* a release from obligation (Latin *discarricare* unload)

## TOOLS NEEDED

- *Character of a Champion: The Arnold Palmer Story* student supplement, Cover and pages 2-3
- Lesson 1 Worksheet, one per student or team
- Today's newspaper, one copy per student or team

## INTRODUCING THE COVER:

■ **SAY:** The cover portrait by artist James David Chase is a unique piece of artwork. As you read this section, find at least three things that make this portrait unusual. (Possible answers: made from hand drawn words, words tell story of his life, took 14 years to complete, words match facial features, etc.)

■ **SAY:** The artist calls this special technique “Rhetorical Pointillism.” “Rhetoric” means “using words — either written words or spoken words — to influence others.” And “pointillism” means using only tiny “points” (like little dots of ink or paint) to create the entire picture. So when you put those two words together, what do you get? You get (drum roll, please!): “Rhetorical Pointillism!”

## INTRODUCING THE TOPIC:

■ **SAY:**

- What does *self-reliance* mean? (reliance on one's own powers and resources rather than those of others, from Latin *religare* tie together)
- In what ways are you self-reliant in school or at home? How are you responsible to yourself to get things done?
- What other words have the same root as “reliance”? (rely, reliable, reliability)

■ **Before reading:** Locate Youngstown, Pennsylvania on a U.S. map. As students read, identify additional locations: Latrobe, Pennsylvania; Wake Forest, North Carolina; Cleveland, Ohio; Detroit, Michigan.

■ Review vocabulary and discuss origin. Ask students to think of other words that share the same origin. Tell students they will be on a word hunt to locate the five words in the story as they read.

■ Distribute *Character of a Champion: The Arnold Palmer Story*, pp. 2-3.

■ **Introduction:** Tell students to find at least two reasons why Arnold Palmer is famous. **Do the Math:** How much is a million? How many times would you have to add 100, 1,000 or 10,000 to reach 1,000,000? (A. 10,000; 1,000; 100)

■ **Growing Up on a Golf Course:** Tell students they will be reading about a typical American boy who had an unusual childhood that shaped his adult life. As students read, have them underline the main events that led to Arnold's future in golf. **Do the Math:** If he shot 45 in 9 holes, what was his average per hole?

■ **Young Champion:** Ask students to identify examples of cause and effect. **Do the Math:** How old was Arnold when he was discharged from the Coast Guard? (approximately 25 years old)

■ **FOLLOW UP:** What examples illustrate Arnold's self-reliance? (e.g., fixed his own golf clubs, went to college on a scholarship, set up a Worsham Memorial Scholarship, worked as a salesman)

**LESSON 1****ARNOLD PALMER: A LIVING LEGEND — SELF-RELIANCE****USE THE NEWSPAPER!**

- Distribute today's newspaper — one per person and the Lesson 1 Worksheet.
- Refer to the *Use the Newspaper* burst in today's reading. Pre-select an article from today's paper that identifies an example of self-reliance — an individual making a difference in a positive way. Identify the headline, byline, and dateline. Model how to analyze the article with a "Who, what, when, where, why and how" chart. Write a quick 5-6 sentence summary from the notes.
- Have students work with partners as a "golf team." Use the worksheet to find other examples of self-reliance and positive contributions of individuals; analyze the article together. Identify any cause and effect relationships.

**EXTENSIONS**

1. Look through the newspaper want ads or other articles to identify types of careers. Make a list of the kinds of experiences people might have needed while growing up that led to these career choices.
2. Have students interview an adult about an experience from their childhood that influenced their choice of a career or hobby. Write a brief expository summary in newspaper format. Collect student stories for a classroom newspaper.
3. Can students find any golf news in today's sports section?
4. Have students create a picture using "Rhetorical Pointillism." They might try drawing a picture of a robin using only the word "Robin," or try drawing a picture of a tree using only the names of the various tree parts to form each part of the tree, for example, using only the word "trunk" to draw the trunk, using only the word "branch" to draw the branches, and using only the word "leaf" to draw the leaves.



# LESSON 1: Worksheet

ARNOLD PALMER: A LIVING LEGEND – SELF-RELIANCE

NAME \_\_\_\_\_ TEAM NAMES \_\_\_\_\_

Define *self-reliance*: \_\_\_\_\_

Arnold Palmer became a living legend by using his own skills and resources to make his dream come true.

1. Find an article in today's newspaper about someone who demonstrates self-reliance. Use the following chart to record main ideas and important details in newspaper format.

|                 |  |
|-----------------|--|
| <b>Headline</b> |  |
| <b>Byline</b>   |  |
| <b>Dateline</b> |  |
| <b>Who</b>      |  |
| <b>What</b>     |  |
| <b>When</b>     |  |
| <b>Where</b>    |  |
| <b>Why</b>      |  |
| <b>How</b>      |  |

2. Use the notes from the chart above to write a 5 or 6 sentence summary about the article.

---



---



---



---



---



---



## LESSON 2

## RISING STAR — CONCENTRATION

## LEARNING

## Students will:

- Define *concentration* and give examples from their lives
- Understand Greek or Latin origin of English words
- Understand the positive correlation between strong concentration skills and achieving a long term goal
- Use three sections of the newspaper to make predictions about famous names in the news
- Write a brief news article about their own amazing feat of concentration using *who, what, when, where,* and *why* format

## VOCABULARY

- renowned – *adj.* famous (Latin *nom* name)
- exterior – *n.* relating to the outside (Latin *exter* outer)
- incomparable – *adj.* without an equal in quality (Latin *comparare* like, equal)
- charisma – *n.* compelling attractiveness or charm (Greek *kharisma* favor, grace)
- glorified – *adj.* appearing more special than it is (Latin *gloria* praise, glory)

## INTRODUCING THE TOPIC:

- What does *concentration* mean? (focus all attention on an activity from the Latin: *con* together + *centrum* center)
- What kinds of things can you do for 10 minutes without interruption? 30 minutes? One hour? All day? What kinds of things are difficult for you to concentrate on for one minute?
- Have students use the word *concentrate* or *concentration* in a sentence applied to their own lives. (Example: *When I concentrate on studying for exams, I get better grades.*)
- **DISCUSS:** How can concentration contribute to achieving a long term goal?

■ Review vocabulary. Have students think of other words with the same Latin or Greek root. Practice skimming. Tell students to quickly skim the article in one minute and see if they can locate any of the five vocabulary words.

■ **Before reading:** Giving students a purpose for reading helps them concentrate on the text and improve comprehension. Write the following questions on the board: (1) How did Arnold's physical shape contribute to his success? (2) What happened in 1957? (3) What was unique about Arnie's golf swing? Describe it. (4) Who were the soldiers in "Arnie's Army?"

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

■ **After reading:** Review answers. Ask for synonyms for the vocabulary words in the context of the sentences.

## USE THE NEWSPAPER!

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

■ Refer to the *Use the Newspaper* burst in today's reading. The article mentions that Arnold Palmer's name came up again and again in the newspapers. Direct students to look in the national/world, local and sports sections of the newspaper to see whose names are in the news today. Select an article about a famous person. Discuss why that person is famous and the likelihood that he/she will be in the news again.

■ Use Lesson 2 Worksheet to record findings. Have students predict what their famous person might do next.

■ **WRITING:** If students could be in the newspaper for their own amazing feat of concentration (real or imaginary), what might the article say?

## EXTENSIONS

1. Refer to the "Arnie's Army" section of the passage. Remind students that these followers were his devoted fans. Have students list things or people they are fans of including computer games, TV shows, actors, singers, sports teams, movies, authors, books, restaurants, food, etc. Look in the TV/movie and sports sections to see if any of their favorite people are in the news.

**LESSON 2**

RISING STAR — CONCENTRATION

**TOOLS NEEDED**

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

**EXTENSIONS (continued)**

2. Play a concentration game. Have students select a photograph or advertisement in the newspaper. Concentrate on the picture or ad for one minute; then have students list as many things as they can remember. Try the same activity on a new picture concentrating for two minutes. Were students able to list more details from memory?
3. 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

RISING STAR — CONCENTRATION

NAME \_\_\_\_\_

Define *concentration*: \_\_\_\_\_

Because Arnold was able to concentrate on every detail of his game over many years, he began to win more and more tournaments. As a result, his name was in the newspaper again and again. Look through the world/national, local and sports sections of today's newspaper to find the name of a famous person in each section. Identify why they are in the news, and what you think they will do to have their name in the news again. Use the chart below to record your findings and ideas.

|   | World/National Section | Local News Section | Sports Section |
|---|------------------------|--------------------|----------------|
| <b>Name</b>   |                        |                    |                |
| <b>Why is this person in the news? What did he or she do?</b>   |                        |                    |                |
| <b>Do you think they will be in the paper again soon? Predict what they will do to be back in the news.</b> |                        |                    |                |

**Your turn!** Imagine you have become famous for an amazing feat of concentration. What did you do? Write your own article featuring *you* as the rising star. Remember to include *who, what, when, where, and why*. Use the back of this paper if you need more space.

---



---



---



---



---



---



---



---



---



## LESSON 3

KING OF GOLF — BOLDNESS

## LEARNING

## Students will:

- Define *boldness*
- Understand Greek or Latin origin of English words
- Identify and record main ideas on a timeline to improve reading comprehension
- Use the newspaper to locate examples of boldness in the local community, nation and world
- Summarize information on a graphic organizer

## VOCABULARY

- popularity – *n.* liked by many people (Latin *popularis*, from *populus* people)
- imprint – *n.* a mark (Latin *imprimere* impress, imprint.)
- circuit – *n.* a circular route (Latin *circuitus*, from *circumire* go round)
- confident – *adj.* self-assurance based on one's ability (Latin *confidere* have full trust)
- victorious – *adj.* triumphant (Latin, from *vincere* conquer.)

## TOOLS NEEDED

- *Character of a Champion – The Arnold Palmer Story* student supplement, page 6
- Lesson 3 Worksheet, one per student
- Today's newspaper, one copy per student

## INTRODUCING THE TOPIC:

## ■ Ask:

- What does *boldness* mean? (confidence, courage) List ideas students generate to develop a shared definition. Ask students to identify the opposite of *boldness*.
- Think about films or books that portray someone acting boldly. (“Lord of the Rings,” “Harry Potter,” “Braveheart,” “Schindler’s List,” “The Diary of Anne Frank,” etc.) What do these characters have in common?

■ **Review vocabulary.** Make a “T” chart to list other words derived from the same roots (e.g., **circuit**: circle, circular, circus, circumvent, etc.)

■ **Background:** The Masters Tournament, started in 1934 by Bobby Jones and Clifford Roberts, is played at the Augusta National Golf Club. It is the first of four major championships to be played each year in men’s professional golf. These four, considered the most prestigious annual tournaments, include the Masters, the U.S. Open, the British Open and the PGA Championship. From 1958 – 1964, Palmer won the Masters four times.

1. **Before reading:** Tell students they will create a summary of events in this passage. Have student list the following dates: 1958, 1959, 1960, 1961, 1962, and 1964.

2. **During reading:** Write the significant event that occurred in the fewest words possible to capture the main ideas.

3. **After reading:** Have students compare lists. **DISCUSS:** What specific examples in this selection display Arnie’s boldness? What other words does the author use to describe Arnie? (greatest, best, ambitious, boldest, unshakable, courage, poise)

## USE THE NEWSPAPER!

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

■ Refer to the *Use the Newspaper* burst in today’s reading. Remind students that Palmer displayed boldness in his approach to the game under pressure. The newspaper includes examples of people all over the world who display boldness. Pre-select an article from today’s paper in the local, national, or world news section. Identify how a headline identifies acts of boldness or courage. Write the headline. As you read the article, identify *who, what, when, where, and why*. Underline the part that describes boldness.

■ Review directions on Lesson 3 worksheet. Direct students to find additional examples in local, national or world news.

## EXTENSIONS

1. Write the letters B-O-L-D-N-E-S-S 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.
2. Have students look in the sports section of today’s newspaper to find articles about golf. Who are the champions of today? What character traits do they possess?
3. Research the history of The Masters Tournament on the Internet.



**LESSON 3: Worksheet**

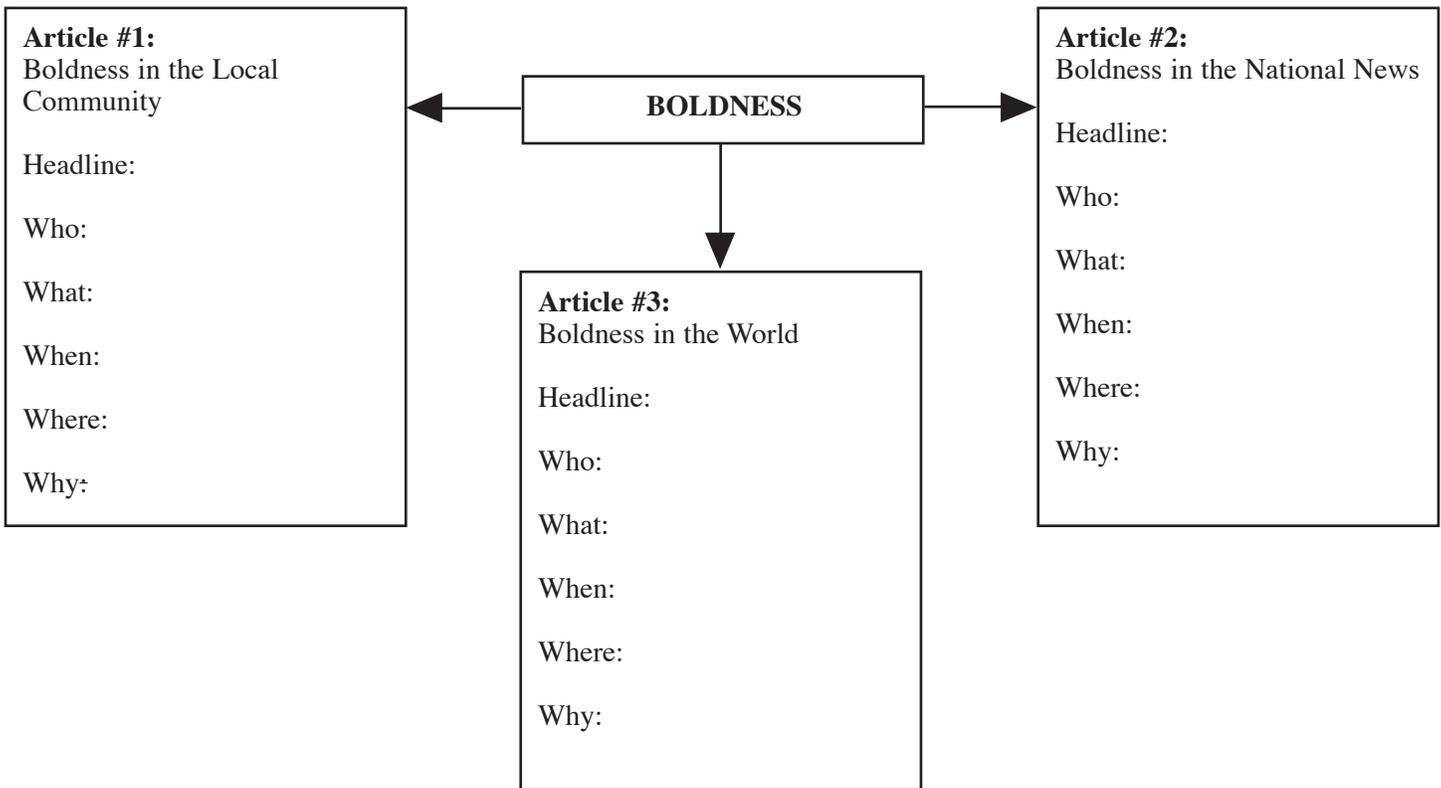
KING OF GOLF – BOLDNESS

NAME \_\_\_\_\_

1. Define *boldness*: \_\_\_\_\_  
 \_\_\_\_\_

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

2. Find three articles in today's newspaper about people showing *boldness*: 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.



1. Why are these actions newsworthy?
2. How are the actions similar?
3. How are they different?
4. What conclusions can you draw about people who demonstrate boldness?



## LESSON 4

## A BRIEF HISTORY OF GOLF – FAMOUS NAMES AND PLACES

## LEARNING

## Students will:

- Understand the Latin origins of English words
- Read to locate information and identify major events
- Use each section of the newspaper to identify famous people and create questions/answers for Newspaper Trivia

## VOCABULARY

- affiliation – *n.* attachment or connection (Latin *affiliare* adopt as a son)
- prosperity – *n.* success, especially financial (Latin *prosperare*, from *prosperus* doing well)
- confidence – *n.* the belief that one can rely on something (Latin *confidere* have full trust)
- unprecedented – *adj.* never done or known before (Latin *un* not + *praecedere* go before)
- dominate – *v.* have command or control over (Latin *dominari* rule, govern, from *dominus* lord, master.)

## TOOLS NEEDED

- *Character of a Champion – The Arnold Palmer Story* student supplement, pages 7-10
- Lesson 4 Worksheet, one per student
- Today's newspaper, one copy per student

## INTRODUCING THE TOPIC

- Review vocabulary. Select among the following activities:

- Have students identify an organization (club, church) with which they have an **affiliation**, identify examples of **prosperity**, **courage** and **confidence**; have students identify an event in history (such as the moon landing) that was **unprecedented** and identify examples of how one group or team can **dominate** another.
- Use each word in a sentence to demonstrate understanding.
- List synonyms.

- Open *Character of a Champion – The Arnold Palmer Story* to pp. 7-10.

- *Before Reading – Ask: How much do you already know about the history of golf? As we read today's lesson, underline answers to the following Golf Trivia questions. (Write the following questions without the answers on the board.)*

1. Where did golf originate? (Scotland)
2. Who is considered the first American golf hero? (Francis Ouimet)
3. Which golfer defined the Golden Age of sports in the 1920's? (Bob Jones)
4. Who were two of the first notable female golfers? (Patty Berg and Babe Didrikson Zaharias)
5. Who survived a terrible car accident to play golf again after World War II? (Ben Hogan)
6. Who were nicknamed The King and The Golden Bear? (Arnold Palmer and Jack Nicklaus)
7. Who won the 100<sup>th</sup> US Open Championship at Pebble Beach by 15 strokes? (Tiger Woods)
8. Who played golf on the moon? (Astronaut Alan Shepard)

- *After Reading – Review answers to Golf Trivia*

- List the following dates: 1913, 1929, 1930, 1936, 1945, 1950, 1954, 1971. **Ask:** *What major historical or golf event is associated with each date listed? (Answers: 1913: Francis Ouimet defeated Harry Vardon/Ted Ray; 1929: Stock market crashed; 1930: Bob Jones retired; 1936: USGA Museum is founded; 1945: World War II ended; 1950: Ben Hogan won U.S. Open; 1954: Babe Didrickson Zaharias won U.S. Women's Open; 1971: Arnold Palmer earned Bob Jones Award for distinguished sportsmanship in golf.)*

## USING TODAY'S NEWSPAPER

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

- Tell students that they will use today's newspaper to identify famous people and create a Trivia Game of their own. After reviewing the different sections, they should use the information to write questions and answers. They should find at least one article from each section: World News, Local News, Sports, Business, Op/Ed.

- Direct students to use Lesson 4 Worksheet as a graphic organizer.

**LESSON 4****A BRIEF HISTORY OF GOLF – FAMOUS NAMES AND PLACES****EXTENSIONS**

1. Football, volleyball and soccer are typically fall sports. Basketball occurs in the winter. Baseball is associated with the spring and summer. Identify the “sports in season” in today’s sports section. Is there overlap?
2. Famous Pockets! 13 famous Americans are mentioned in this section: Arnold Palmer, Francis Ouimet, Bob Jones, Jack Dempsey, Babe Ruth, Walter Hagen, Patty Berg, Babe Didrikson Zaharias, Sam Snead, Ben Hogan, Jack Nicklaus, Tiger Woods and Alan Shepard. Have students select one person to research and prepare a five-minute first person oral presentation dressed as their famous person. What might they have carried in their pockets?
3. Direct students to create a horizontal timeline of their own lives writing high points on vertical lines above the timeline and challenges on vertical lines below the timeline.



# LESSON 4: Worksheet

TRIVIA GAME

NAME \_\_\_\_\_

Find articles in different sections of today's newspaper identifying people in the news.

Write a question for a trivia game from each section. Use the graphic organizer below to analyze the article.

| Section        | Question   | Answer      |
|----------------|--|-------------|
| Example        | In the Sports section, who won the 100 <sup>th</sup> US Open Championship at Pebble Beach by 15 strokes? | Tiger Woods |
| Front Page     |  |             |
| World News     |  |             |
| Local News     |  |             |
| Business       |  |             |
| Sports         |  |             |
| Editorial Page |  |             |
| Comics         |  |             |



## LESSON 5

## THE FACE OF GOLF — SPORTSMANSHIP

## LEARNING

## Students will:

- Define *sportsmanship* and apply it to their own lives
- Understand Greek or Latin origin of English words
- 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

- manufacture – v. make or produce (Latin *manu factum* made by hand)
- attract – v. to draw in by making something interesting (Latin *attrahere* draw near)
- amateur – n. a person who plays a sport without pay (Latin *amar* love)
- endorse – v. declare one’s approval (Latin *indorsare*, from *dorsum* back)

## TOOLS NEEDED

- *Character of a Champion – The Arnold Palmer Story* student supplement, pages 11-12
- Lesson 5 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 me 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?

- Review vocabulary. Have students use words in a sentence that ‘shows’ the meaning.

- **The Face of Golf:** *Before reading:* Tell students to identify how technology helped Arnold Palmer’s name to become a household word. **Ask:** Why do people want to buy products that famous athletes endorse? What responsibility does an athlete have to his fans when endorsing a product?

- **Hats Off!** *After reading:* Ask students to brainstorm other examples of good manners. (Holding a door open for someone behind you; not interrupting when someone is speaking; not speaking with food in your mouth, etc.) **Ask:** Why are manners important?

- **Bringing Thrills to the Viewers:** *Before reading:* Ask students to share their experiences with a “come from behind victory”.

- **Ask:** From reading this series, what other things did Arnold do that demonstrated good sportsmanship? (e.g., was polite to his fans; respected the rules of the game; only endorsed products he believed in; did not lose his temper on the course)

## USE THE NEWSPAPER!

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

- Refer to the *Use the Newspaper* burst in today’s reading. **SAY:** Arnold’s golf manners were admired by his fans and fellow golfers. Athletes have opportunities every day to model good sportsmanship whether winning or losing. It is challenging to be gracious in the face of defeat, but equally important to celebrate victory with respect for the losing team or player.

- Direct students to look through the sports section for examples of good and poor sportsmanship and record findings on Lesson 5 Worksheet.

## EXTENSIONS

1. Write a letter to someone in the news who has demonstrated good sportsmanship. Tell why you admire his or her actions.
2. Identify one article in the sports section about an athlete who has demonstrated poor sportsmanship. What advice would you give this person? Write a letter with your advice.
3. Select a sport and write ten rules for good sportsmanship.
4. Write the letters: S-P-O-R-T-S-M-A-N-S-H-I-P down the side of a piece of paper. Then describe an example of sportsmanship that begins with each letter. (e.g., S = Shake hands at the end of a game)



## LESSON 5: Worksheet

THE FACE OF GOLF — SPORTSMANSHIP

NAME \_\_\_\_\_

1. Finish the following sentence about *sportsmanship* in a way that *shows rather than tells* the meaning of the word:  
*Good sportsmanship is displayed when* \_\_\_\_\_

---



---

Sportsmanship is equally important whether winning or losing as 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 |
|----------|---------|-------------------------------------|-----------------------------------|
|          |         |                                     |                                   |
|          |         |                                     |                                   |
|          |         |                                     |                                   |

1. Do professional athletes have a responsibility to display good manners and sportsmanship?

---



---



---



---



---



---



## LESSON 6

FAMILY MAN, BUSINESSMAN, ATHLETE — INTEGRITY

## LEARNING

## Students will:

- Define *integrity* and identify examples
- Understand Greek or Latin origin of English words
- Use a “T” chart to identify quotes or actions that demonstrate integrity
- Recognize integrity in advertising using the newspaper
- Identify additional character traits

## VOCABULARY

- adamant – *adj.* refusing to be persuaded or change one’s mind (Greek *adamas* untamable; invincible)
- terminal – *n.* departure & arrival building at an airport (Latin *terminus* end; boundary)
- conjunction – *n.* two or more events occurring at the same point in time or space (Latin *jungere* to join; *con* with)
- bicentennial
- – *n.* the two-hundredth anniversary (Latin *bi* two; *centum* hundred)

## TOOLS NEEDED

- *Character of a Champion – The Arnold Palmer 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 *integrity* mean? (NOTE: From Latin *integer* – untouched) When someone has integrity, their convictions are “untouchable.” They are not able to be persuaded to do something that is not right.
- *Integrity* means doing something right because it is right even when no one is watching. Have students give examples of situations where they might demonstrate integrity or use the following:
  - No one sees you accidentally drop a jar of pickles in a supermarket. What do you do?
  - Your mother leaves a note telling you to finish your homework before playing video games. What do you do?
  - Your parents told you not to take the car but left the keys in the ignition. What do you do?
- How much do you value integrity in friendship? In your family?

■ Make a “T” chart on the board. On the left side write **Actions**, on the right side write **Words**. As students read the article with you, ask them to identify actions or words of Arnold Palmer that demonstrate *integrity*.

■ Have students identify other character traits Arnold demonstrated in this section including: commitment (family man); honesty, responsibility, ethics (had to believe in the product to endorse it); determination (worked at a young age); confidence (hit the ball over the ditch for Mrs. Fritz).

## USE THE NEWSPAPER!

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

■ Refer to the *Use the Newspaper* burst in today’s reading. Remind students that Arnold demonstrated integrity by not endorsing products unless he believed in the product – even if he was offered a lot of money. Ask students if they ever purchased something that did not live up to its advertisement? This could include a movie, video game, book, cell phone, clothing, shoes, etc. Look through today’s newspaper for advertisements. Identify the persuasive claims made in the ads. Do the claims seem honest? Are there possible exaggerations? What additional information would a wise consumer need before purchasing?

■ Direct students to use Lesson 6 Worksheet with this activity.

## EXTENSIONS

1. Have students locate articles in today’s newspaper about people demonstrating/not demonstrating integrity. What other choices could those not demonstrating integrity have made?
2. Write a letter to someone in the news who has modeled integrity. Tell him/her why it is important that people of influence act with integrity.
3. Write a “Dear Abby” column citing examples from the news where people have not demonstrated integrity and offer advice to improve their actions.
4. Write the word I-N-T-E-G-R-I-T-Y in the middle of a piece of paper. Think of nine words that describe integrity and can be written as crosswords sharing the same letter. For example, the word ‘hoNesty’ can be crossed with the letter “N” in iNtegrity.



## LESSON 6: Worksheet

FAMILY MAN, BUSINESSMAN, ATHLETE – INTEGRITY

NAME \_\_\_\_\_

Define *integrity*: \_\_\_\_\_

Arnold Palmer modeled that people of influence must act with integrity when endorsing products for consumers. People believed that if Arnold's name was associated with the product, then the product lived up to its claims. The phrase "truth in advertising" means representing a product honestly so the buyer is not deceived.

Find advertisements in today's newspaper. Identify the ad, section and page in the first three columns. Underline words or phrases used to describe the object and write them in the fourth column. Finally, write a question that a consumer might ask to check for "truth in advertising".

| Advertisement | Section | Page | Words/Phrases Describing the Advertised Object | Question the Consumer Might Ask to Check for "Truth in Advertising" |
|---------------|---------|------|--|---|
|               |         |      |  |   |
|               |         |      |  |   |
|               |         |      |  |   |

### Create Your Own Ad

In the space below, design an advertisement for something you might sell in the newspaper, on the Internet, or at a garage sale. Be truthful!



## LESSON 7

## ENDORISING WHAT COUNTS — RESPONSIBILITY

## LEARNING

## Students will:

- Define *responsibility* and provide examples.
- Understand Greek or Latin origin of English words
- Make “Word Webs”
- Use the newspaper to locate articles or pictures that demonstrate responsibility in a variety of ways
- Be responsible to a team for newspaper research and an oral presentation

## VOCABULARY

- capacity – *n.* a specified role or position (Latin *capacitas*, from *capere* take or hold)
- defect – *n.* a shortcoming; imperfection (Latin *defectus*, from *deficere* desert or fail)
- recommendation – *n.* to put forward as suitable (Latin *commendare*, from *mandare* commit, entrust + *re* again)
- survivor – *n.* a person who survives (Latin *super* – in addition + *vivere* live)

## TOOLS NEEDED

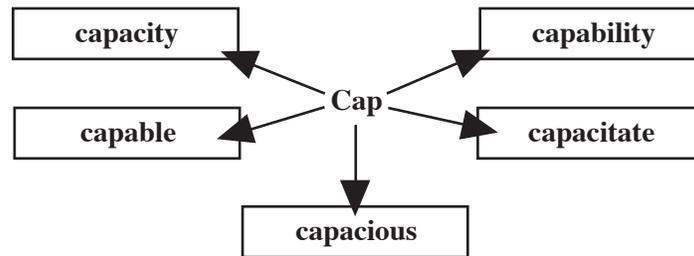
- *Character of a Champion – The Arnold Palmer Story* student supplement, pages 14-15
- Lesson 7 Worksheet, one per student
- Today’s newspaper, one copy per student

## INTRODUCING THE TOPIC:

## ■ Ask:

- What does *responsibility* mean? (NOTE: From Latin: *re* back + *spondere* pledge + *ibility* able to)
- List ideas to develop a shared definition.
- Ask students to give examples that “show” rather than “tell” what responsibility is. For example, “When I finish my homework without being told, I am taking responsibility for my learning and future.”
- How do responsibilities differ among children, teenagers and adults? How are they the same?

- Review vocabulary. Make “Word Webs”: Write the Latin root in the middle. Draw lines to words that are derivatives of this root. Discuss their relationship to the original meaning (**capacity**: capability, capacious, capable, capacitate; **defect**: defection, defective; **recommendation**: recommend, commend, recommendatory; **survivor**: survive, survival, survivorship).



- Open *Character of a Champion – The Arnold Palmer Story* to pp. 14-15. **Before Reading:** Tell students to underline examples of how Arnold Palmer used his fame and influence in responsible ways and to a personal challenge he faced and how he responded responsibly.

- **After Reading:** Ask students to share their findings. Cite examples from their own lives of times when they had to act responsibly to a personal challenge.

## USING TODAY’S NEWSPAPER

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

- Refer to the *Use the Newspaper* burst in today’s reading. **SAY:** The newspaper contains stories every day about people acting responsibly. Look through the different sections of today’s newspaper to find examples of responsibility in articles or pictures.

- Direct students to use the Lesson 7 Worksheet to record findings.

**LESSON 7**

ENDORISING WHAT COUNTS — RESPONSIBILITY

**EXTENSIONS**

1. Use the sports section to find articles about female golfers or athletes. Compare to the number of articles about male golfers or athletes. Graph results.
2. Make a list of the different sports articles about men and women. Use a Venn diagram to compare sports that are shared or unique to each gender.
3. Note the logo for the *Arnold Palmer Hospital For Children*. It shows two children holding hands forming a heart between them. What message does the logo relay? How important is the use of color in the logo?
4. 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 7: Worksheet**

ENDORISING WHAT COUNTS – RESPONSIBILITY

NAME \_\_\_\_\_ Teammates: \_\_\_\_\_

Define *responsibility*: \_\_\_\_\_

The newspaper is full of stories about people acting responsibly to make the world a better place. Work with your team to look through sections of the newspaper for articles or photographs showing examples of responsibility. See if you can find examples of responsibility from three or more of the following topics:

- Individual responsibility
- Group responsibility
- Family responsibility
- Responsibility to the environment or planet
- Responsibility to children or animals
- Service to others — volunteering
- Responsibility in government
- Responsibility in business
- Responsibility to the community
- Responsibility as part of a team

Use the graphic organizer to summarize and compare your topics.

|   | Topic | Topic | Topic |
|---|-------|-------|-------|
| <b>Section</b>  |       |       |       |
| <b>Page</b>   |       |       |       |
| <b>Photo or Article?</b>                                |       |       |       |
| <b>Headline</b>   |       |       |       |
| <b>How does this photo/article show responsibility?</b> |       |       |       |

Part 2: Plan a presentation of your findings.

| Name of Presenter | Topic(s) | Props or Visuals to Make Presentation Interesting |
|-------------------|----------|---|
| 1.                |          |   |
| 2.                |          |   |
| 3.                |          |   |

What did you learn about responsibility to a team through this activity? \_\_\_\_\_