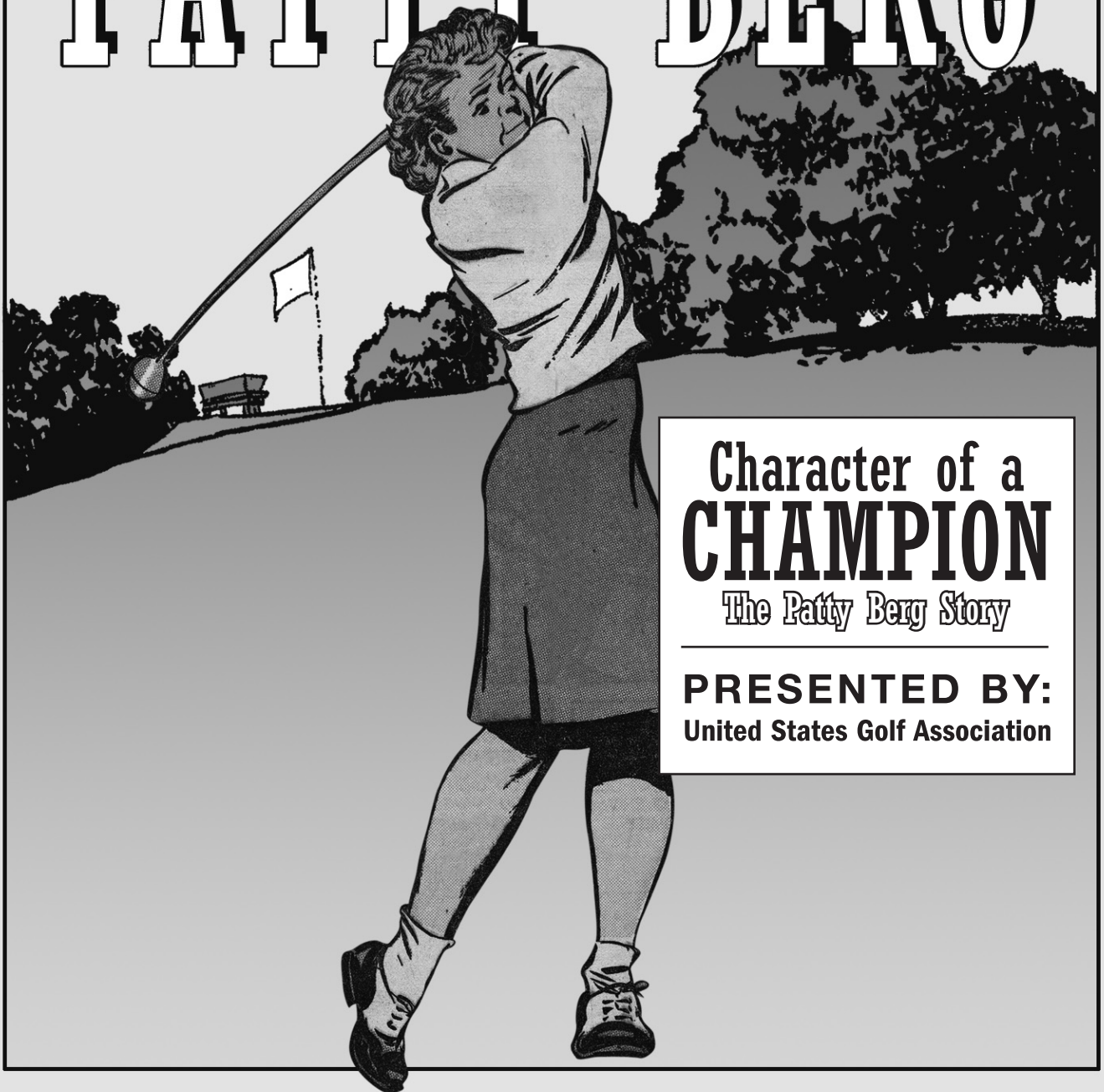


TEACHER GUIDE

PATTY BERG



Character of a
CHAMPION
The Patty Berg Story

PRESENTED BY:
United States Golf Association



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**INTRODUCTION****Letter to Teachers**

Patty Berg of Minneapolis, Minn., first attracted national attention as a 17-year-old when she was runner-up in the 1935 United States Women's Amateur Championship. A remarkable career in golf was just one aspect of a life well-lived by Patty. A multi-sport youngster, she became the pioneer of the Ladies Professional Golf Association and won 15 major championships, more than any other player. Just as importantly, she was a vivacious performer, spreading the word about the glories of golf both at home and abroad. She raised endless funds for charity and had thousands of friends. In 1963, she was given the Bob Jones Award for distinguished sportsmanship, the highest award of the United States Golf Association. It was one of hundreds of awards she received in honor of her achievements, her character and her generosity to charity.

The stories from Patty Berg's career are important for everyone to know. Her competitive nature, pioneering efforts for women and women athletes, her abilities as an entertainer and her work for charity 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 to the game of golf that, when exposed to a child, have the ability to change a life. Values like self-reliance, integrity, responsibility, charity and dedication are all values critical to developing children into responsible young adults. They are values that are personified throughout the life of Patty Berg.

Sincerely,

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



STANDARDS

LANGUAGE ARTS	1	2	3	4	5	6	7
1. Uses general skills and strategies of the reading process	●	●	●	●	●	●	●
2. Uses general skills and strategies of the writing process	●			●			
3. Gathers and uses information for research purposes	●		●				
4. Uses reading skills to understand expository text	●	●	●	●	●	●	●
5. Summarize		●		●			
6. Language Conventions and Grammar	●			●			●
7. Understands Greek and Latin origins of words	●	●	●	●	●	●	●
8. Uses listening and speaking strategies	●	●	●	●	●	●	●
9. Cause and Effect			●				
10. Sequencing				●			
11. Main idea and supporting details						●	●
12. Uses the newspaper to locate information	●	●	●	●	●	●	●
13. Uses the Internet to locate information	●		●				
WORKING WITH OTHERS	1	2	3	4	5	6	7
1. Contributes to the overall effort of a team	●		●				
GEOGRAPHY	1	2	3	4	5	6	7
1. Knows the location of places	●			●			
HISTORICAL UNDERSTANDING	1	2	3	4	5	6	7
1. Understands the historical perspective (cause and effect, timeline, role of individuals)	●	●	●	●	●	●	●
THINKING AND REASONING	1	2	3	4	5	6	7
1. Applies decision-making skills						●	●
CIVICS	1	2	3	4	5	6	7
1. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities	●	●	●	●	●	●	●



LESSON 1

EARLY LIFE — CONFIDENCE

LEARNING OUTCOMES

Students will:

- Define *confidence*
- Practice strategies (skim reading and reading with a purpose) to improve comprehension
- Understand Greek or Latin origin of English words
- Use the newspaper to identify confident people who positively affect others
- Use a graphic organizer and write a short expository essay

VOCABULARY

- charisma – *n.* compelling charm or attractiveness (Greek *kharisma*, from *kharis* favor, grace)
- genuine – *adj.* sincere, honest (Latin *genuinus*, from *genu* knee referencing the Roman custom of a father acknowledging paternity of a newborn by placing it on his knee)
- propelled – *v.* push forward; throw (Latin *propellere* to drive forward)
- aspired – *v.* have ambitions to do or be something (Latin *aspirare*, from *spirare* breathe)
- niche – *n.* a comfortable position in life (Latin *nidus* nest)

INTRODUCING THE TOPIC:

■ ASK:

- What does *confidence* mean? (self-assurance arising from a belief in one's abilities, from the Latin *confidere*, to have full trust)
- How do confident people act in sports? In school? What things do they say that demonstrate confidence?
- Have students define confidence by giving examples that **show** rather than **tell**. For example, "Because I am confident in singing, I can stand on the stage in front of a crowd."

■ **Brainstorm a list of sports.** Use a Venn Diagram to sort into those typically played by men, women, or both.

■ **Vocabulary Hunt:** Distribute *Character of a Champion: The Patty Berg Story*, pages 2-3. **SAY:** Look in the **Introduction**. Skim to find the words *genuine* and *charisma*. Circle the words. Look in "Early Life" to find *propelled* in paragraph 1, *aspired* in paragraph 2, and *niche* in the third paragraph. Read the context of the words. Review the definitions. Do the definitions fit?

■ **Introduction: Before reading:** Tell students to find at least two reasons why Patty was unique.

■ **Early Life: Before reading:** Tell students that women did not always have the same opportunities for sports that they have today. In *Character of a Champion: The Patty Berg Story* students will read about how Patty Berg changed things for women in sports. As students read, have them underline things Patty did that were different from girls her age. Chart responses. Locate Patty's birthplace: Minneapolis, Minnesota, on a map.

■ **WORD WORK:** Patty was known for her *charismatic personality*. Have students hunt for other adjectives and noun phrases describing Patty. (e.g., *young girl*, *charming little redhead*, *cheerful smile*, *freckled face*, *small frame*, *athletic interests*, *great golfer*)

USE THE NEWSPAPER!

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

■ Refer to the *Use the Newspaper* section of the student supplement. Have students find articles that demonstrate someone acting with confidence and having a positive effect on others.

■ Direct students to use the worksheet to summarize main points in their article using newspaper format, and to organize their thoughts for a simple three-paragraph essay. The first paragraph should contain a definition of confidence and the positive impact acting with confidence has on others. The second paragraph summarizes the example of confidence in the newspaper article. The third paragraph restates the ideas in the introduction.

**LESSON 1**

EARLY LIFE — CONFIDENCE

TOOLS NEEDED

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

EXTENSIONS

1. Select an article from the sports section that includes quotes from coaches or players from winning and losing teams. Identify comments that provide evidence of confidence.
2. Generate a list of questions students can use to interview adults about the sports they played as children.
3. Have students form teams to use the Internet to research unusual sports such as field hockey, ice hockey, lacrosse, water polo, javelin, high jump, discus, shot put, badminton, etc. Research the history of the sport, the rules and current records. Present a team oral report.



LESSON 1: Worksheet

EARLY LIFE — CONFIDENCE

NAME _____

Confident people have positive effects on the lives of others.

1. Find an article in today's newspaper about someone acting with confidence who positively impacts the lives of others. Summarize the main points using the following chart:

	Article
Headline, Byline	
Who	
What	
When	
Where	

2. Organize your summary:

1 st Paragraph	My definition of <i>confidence</i> :	Describe how confidence can have a positive effect on others:
2 nd Paragraph	Transition sentence:	Example from newspaper article - who, what, when, where: Good or positive effect:
3 rd Paragraph	Transition sentence:	Restate ideas in first paragraph

3. Use the ideas in your graphic organizer to write a summary essay.



LESSON 2

RISING STAR — DETERMINATION

LEARNING OUTCOMES

Students will:

- Define *determination*
- Understand Greek or Latin origin of English words
- Practice reciprocal teaching strategies to improve reading comprehension
- Identify main idea and supporting details in a newspaper article
- Use the editorial section of the newspaper to identify fact and opinion

VOCABULARY

- potential – *n.* abilities that may be developed for future success (Latin *potentia* power)
- imaginative – *adj.* showing creativity or originality (Latin *imago* image)
- diligently – *adv.* in a manner that is careful and conscientious in performing tasks (Latin *diligere* take delight in)
- phenomenal – *adj.* extraordinary (Greek *phainomenon* something appearing in view)

TOOLS NEEDED

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

INTRODUCING THE TOPIC:

■ **ASK:** Have you ever wanted something so badly that you would not give up until you got it? Share an example from your own life. Allow students to share examples.

- **SAY:** When someone works towards a goal no matter what, that person has *determination*. (Latin *de+ terminare* not to + fix or limit) What are synonyms for *determination*? Record responses.
- Ask students to give examples from movies or literature of characters who demonstrate *determination*.

■ **Distribute** *Character of a Champion: The Patty Berg Story* pages 4-5.

■ **Vocabulary Hunt:** Have students number the paragraphs in “**Rising Star**” from 1-7. Skim and circle: *potential* and *imaginative* in the first paragraph; *diligently* in the caption and *phenomenal* in the fifth. Review definitions.

1. **Before reading:** Focus on “reciprocal teaching” strategies (**clarifying, summarizing, predicting, questioning**) to understand expository text. Follow these steps for each paragraph:

- Have students use a piece of paper to cover everything except the paragraph to be read. Read one paragraph to the class or have a student volunteer to read it out loud.
- Ask students if they need you to **clarify** unfamiliar words or phrases.
- Ask **questions** about what was just read to check for understanding.
- Have volunteers **summarize** the main idea of the paragraph. Record on a chart next to “Paragraph 1, Paragraph 2, Paragraph 3,” etc.
- Have students **predict** what will happen in the next paragraph. Check predictions after reading.

2. When all paragraphs have been read, review summary statements from the chart. Finally, orally summarize the entire article.

■ **WORD WORK 1:** Alliteration: “*Nothing could deter, defeat or distract her.” is an example of a literary device called alliteration (repeating the initial sound). Create other alliterative phrases describing Patty: *amazing athlete, gifted and great golfer, powerful Patty, etc.* Challenge students to create an alliterative phrase for each letter of the alphabet.*

■ **WORD WORK 2:** Multiple meaning words: write the golf definition and another definition on a **T** chart for the following terms: iron, woods, shot, play, club, rough, stroke, course.

**LESSON 2**

RISING STAR — CONCENTRATION

USE THE NEWSPAPER!

- Distribute today's newspaper—one per person and Lesson 2 Worksheet.
- Refer to the *Use the Newspaper* section of the student supplement. Remind students that Patty practiced long hours to be the best golfer. This took *determination*—moving towards a goal *no matter what*. Tell students to find an article that identifies a challenge and the determination of those trying to solve it.
- Direct students to summarize the main idea and details of each paragraph using Lesson 2 Worksheet.

EXTENSIONS

1. Locate and carefully read the editorials in today's newspaper. Determine if the editorial was written to inform the reader, entertain the reader, persuade the reader or help the reader understand the news.
2. Have students identify a dream they are determined to make happen in their future. Write a list of steps that must be taken to make their dream come true.
3. Ask students to select items from today's newspaper for a time capsule. Which articles are the best examples of everyday events unique to our period of history?



LESSON 2: Worksheet

RISING STAR — DETERMINATION

NAME _____

1. Define *determination*: _____
2. Find articles in today's newspaper demonstrating *determination* in solving a problem. Enter the headline in the center box. Number the paragraphs in the article and write the main idea and one detail from each paragraph in the boxes. Add more boxes if needed.

Paragraph #1:	Paragraph #2:	Paragraph #3:
Headline:		
Paragraph #4:	Paragraph #5:	Paragraph #6:

3. Optional: Research on the Internet to learn more about this problem.
4. Use the summary statements in the boxes and what you learned from your research to prepare a report of findings. Answer the following questions:
 - What is the problem or challenge?
 - Who is working to solve the problem?
 - Where are they working?
 - What are the difficulties to overcome?
 - How does this demonstrate *determination*?



LESSON 3

AMATEUR YEARS — WILL TO WIN

LEARNING OUTCOMES

Students will:

- Define the *will to win*
- Understand Greek or Latin origin of English words
- Identify cause and effect strategies to improve reading comprehension
- Identify prefixes and suffixes
- Use the newspaper to locate quotes of athletes that demonstrate a *will to win*

VOCABULARY

- ambition – *n.* strong desire to achieve something (Latin, *ambire* go around [asking for votes])
- resolve – *n.* commitment to a course of action (Latin *re* again + *solvere* loosen)
- inappropriate – *adj.* in a manner that is not proper (Latin from *in* not + *proprius* proper)
- exhibition – *n.* a public display of a skill (Latin *exhibere* hold out)
- request – *n.* a thing asked for politely or formally (Latin *requirere* require)

TOOLS NEEDED

- *Character of a Champion: The Patty Berg 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 it mean to have the *will to win*? List ideas students generate to develop a shared definition. How is the *will to win* demonstrated in an individual sport such as tennis or golf? Is it different in a team sport such as soccer or basketball?
- **Vocabulary Hunt:** Have students number the paragraphs in “**Amateur Years**” from 1-5. Skim and circle: *ambition* and *resolve* in the first paragraph; *inappropriate* in the second and *exhibition*, and *request* in the fifth. Review definitions. Do the definitions fit the context?
- **Background information:** The Titleholders Championship was a professional tournament just for women. Founded in 1937, it reflected the Masters Tournament that was just for men. Both were played in Augusta, Georgia, but at different clubs. At the time of its founding, there were very few women in professional golf. Winners of various women’s amateur or professional golf events were invited to play in the Titleholders. It was discontinued in 1966. The Ladies Professional Golf Association (LPGA) today recognizes the Titleholders as a major championship even though the LPGA was not founded until 13 years after the Titleholders began.
- **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).
 - Because Patty was so nervous during tournaments, _____
 - Because she practiced with renewed resolve after losing to Estelle Page, _____
 - Because Patty had to have her appendix removed, _____
 - Because she always had a pleasant grin for the crowd and never showed anger, _____
- Open *Character of a Champion: The Patty Berg Story* to pages 6-7 and guide students through the reading, assign partners to share reading or read quietly.
- Review responses to **cause and effect** activity.
- **WORD WORK :** Make a **T** chart labeled **Prefixes** on the left and **Suffixes** on the right. Under **Prefixes** write: *in-*, *re-*, *un-*. Under **Suffixes** write: *-ing*, *-ly*, *-ed*, *-est*, *-less*, *-ful*, *-ment*. Challenge students to review the article again quickly and find at least one word in the lesson with the prefixes and suffixes listed.

**LESSON 3**

AMATEUR YEARS — WILL TO WIN

USE THE NEWSPAPER!

- Distribute today's newspaper—one per person and the Lesson 3 Worksheet.
- Refer to the *Use the Newspaper* section of the student supplement. Remind students that Patty displayed a *will to win* by her actions and words (identify quotes from Patty). Locate quotes in today's sports section from athletes or coaches that demonstrate a *will to win*. Record their words on a chart and discuss.
- Direct students to continue this task using Lesson 3 Worksheet, answering three questions at the bottom of the sheet.

EXTENSIONS

1. 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 demonstrate?
2. **Use the Internet:** Research the history of the Titleholders Championship, the U.S. Women's Amateur, the Interlachen Country Club, Associated Press Woman Athlete of the Year, or Estelle Lawson Page. Prepare a brief report.



LESSON 3: Worksheet

AMATEUR YEARS — WILL TO WIN

NAME _____

Define *will to win*: _____

Patty Berg’s will to win drove her to long hours of practice and studying her game. By working hard, Patty was able to improve her game and attract a fan base that loved her. Locate articles in today’s sports section that quote athletes or coaches. Use the chart to record quotes that reveal their *will to win*.

Name of Athlete or Coach	Sport/Team	<i>Will to Win</i> Quote

1. Are the attitudes expressed by winners respectful of the losers? Do they express a positive outlook and admiration for their competitors? How can you tell? _____

2. What do their words tell you about the character of the athletes or coaches? What character traits do they represent?

3. Are the athletes/coaches committed to improving their game? Give an example. _____



LESSON 4

TURNING PRO – COURAGE

LEARNING OUTCOMES

Students will:

- Define *courage*; understand its origin; provide examples
- Understand Greek or Latin origin of English words
- Sequence events in a story
- Identify and sort proper nouns
- Use the newspaper to compare and contrast examples of *courage*

VOCABULARY

- virtually – *adv.* nearly; almost (Latin *virtus* valour, merit, moral perfection, from *vir* man)
- contract – *n.* a legally binding written agreement (Latin *contractus*, from *contrahere* draw together, tighten)
- exhibitions – *n.* a public display of a skill (Latin *exhibere* hold out)
- indomitable – *adj.* impossible to defeat (Latin *indomitabilis*, from *in-* not + *domitare* to tame)
- challenge – *n.* a demanding task or situation (Latin *calumnia* calumny)

TOOLS NEEDED

- *Character of a Champion: The Patty Berg Story* student supplement, pages 10-11
- Lesson 4 Worksheet, one per student
- Today's newspaper, one copy per student

INTRODUCING THE TOPIC:

- (NOTE: Courage: from Latin *cor* heart)

■ ASK:

- How is having *courage* connected with the heart? What are some synonyms for *courage*?
- Think about movies or stories about someone with courage. (Allow time for students to brainstorm a list – “Lord of the Rings,” “Ratatouille,” Night, “The Chronicles of Narnia,” Harry Potter, etc.) How are these characters similar? Different? Are there degrees of courage?

- **Vocabulary Hunt:** Distribute *Character of a Champion: The Patty Berg Story*, pages 10-11. Have students number the paragraphs in “**Turning Pro**” from 1-6. Skim and circle: *virtually*, *contract* and *exhibitions* in the first paragraph; and *indomitable* and *challenge* in the third. Review definitions. Challenge students to use all five words in two sentences. **Example:** *Virtually* everyone in town had a *contract* to show energy saving inventions at the green *exhibition*. Their *indomitable* commitment to preserving natural resources overcame any *challenge*.

- **Background information:** Pearl Harbor is located on the island of Oahu, Hawaii, near Honolulu and serves as a U.S. naval base. On Sunday, December 7, 1941, at 7:55 a.m., Pearl Harbor was attacked by the Empire of Japan, forcing the United States to enter into World War II. The surprise attack found the U.S. forces unprepared. Six Japanese aircraft carriers launched 183 bombers and fighter planes in the first wave that hit Ford Island. The second wave of 180 torpedo bombers, attacked the naval fleet in Pearl Harbor sinking nine ships and damaging twenty-one. There were 2,350 fatalities and more than 1,000 injuries.

- **Before reading:** Draw a series of boxes with arrows leading from one to the other. 1. Tell students that as they read, they will sequence the main events of Patty’s life during the war years beginning with the 1941 attack on Pearl Harbor.

2. As students read, record a summary of events in the flow chart. Underline events showing courage.

- **After reading:** Review responses to sequencing activity. ASK: Why is Patty Berg a good example of someone with courage?

- **WORD WORK:** Proper Nouns: Make a table with three columns labeled **People**, **Places**, and **Things**. Tell students that proper nouns name particular people, places or things and always begin with a capital letter. Skim the article and see how many proper nouns students can identify and place on the chart in five minutes.

**LESSON 4**

TURNING PRO – COURAGE

USE THE NEWSPAPER!

- Distribute today's newspaper—one per person and the Lesson 4 Worksheet.
- Refer to the *Use the Newspaper* section of the student supplement. Remind students that Patty displayed *courage* during her recovery and by serving her country. Newspapers have stories about everyday heroes. Pre-select an article from today's paper. Use the information to complete one of the four sections on the Worksheet.
- Direct students to complete Lesson 4 Worksheet, answering the three questions at the bottom of the sheet.

EXTENSIONS

1. Write the letters **A** to **Z** on the board and have students summarize what they've learned so far about Patty Berg. Example: **A**: Athlete who played golf; **B**: Brave to serve her country; **C**: Courage to never give up, etc.
2. Write the letters **C-O-U-R-A-G-E** down the left side of a piece of paper. Have students read articles about courage and summarize the article in an acrostic poem format.



LESSON 4: Worksheet

TURNING PRO – COURAGE

NAME _____

1. What is *courage*? _____

People all over the world—children, teenagers, adults, males and females—display acts of courage that are captured in stories in the newspaper. Sometimes even animals perform acts of bravery!

2. Find several articles in today's newspaper about people or animals performing brave acts. Compare stories using this graphic organizer. Include the headline and use *who*, *what*, *when*, *where* and *why* to summarize.

<p>Article #1:</p> <p>Headline:</p> <p>Who:</p> <p>What:</p> <p>When:</p> <p>Where:</p> <p>Why:</p>	<p>Stories of COURAGE in the news</p>	<p>Article #2:</p> <p>Headline:</p> <p>Who:</p> <p>What:</p> <p>When:</p> <p>Where:</p> <p>Why:</p>
<p>Article #3:</p> <p>Headline:</p> <p>Who:</p> <p>What:</p> <p>When:</p> <p>Where:</p> <p>Why:</p>		<p>Article #4:</p> <p>Headline:</p> <p>Who:</p> <p>What:</p> <p>When:</p> <p>Where:</p> <p>Why:</p>

3. Answer:

- Which story displays the most courageous act? Why?
- In what ways are these stories alike? Different?
- Describe a time when you showed exceptional courage. How did you feel afterwards?



LESSON 5

MAKING HISTORY — OPTIMISM

LEARNING OUTCOMES

Students will:

- Define *optimism*; provide examples
- Understand Greek or Latin origin of English words
- Use a T chart to identify quotes or actions that demonstrate *optimism*
- Identify compound words
- Recognize *optimism* in newspaper advertising and optimistic/pessimistic point of view in the Opinion/Editorial (Op/Ed) section

VOCABULARY

- inspiration – *n.* being influenced by another (Latin *inspirare* breathe into)
- positive – *adj.* with no possibility of doubt (Latin *ponere* to place)
- competitive – *adj.* competing with another to be successful (Latin *petere* aim at, seek)
- admiration – *n.* respect or warm approval (Latin *admirari* wonder at)

TOOLS NEEDED

- *Character of a Champion: The Patty Berg Story* student supplement, pages 12-13
- Lesson 5 Worksheet, one per student
- Today's newspaper, one copy per student

INTRODUCING THE TOPIC:

- **ASK:** What does it mean to be *optimistic*? (Latin *optimum* best thing) Pessimistic? (Latin *pessimus* worst) Give an example of each to compare.
 - Have students identify examples in literature, movies or cartoons of optimistic and pessimistic characters. Would you rather spend time with someone who is optimistic or pessimistic? Why?
 - *Optimism* means seeing the bright side in the face of challenges. How would students respond to the following:
 - You planned all week for a picnic on Saturday. When Saturday comes, it is raining. What do you say?
 - You just heard that someone in your family is sick. What does a pessimist say? An optimist?
 - You have to move to a new school. What does a pessimist say? An optimist?
 - You didn't pass your test. What does a pessimist say? An optimist?

- **Vocabulary Hunt:** Distribute *Character of a Champion: The Patty Berg Story* pages 12-13. Have students number the paragraphs in “**Making History**” from 1-5. Skim and circle: *optimism* and *inspiration* in the first paragraph; *positive* in the second; *perseverance* in the fourth and *admiration* in the last paragraph. Review definitions. Challenge students to brainstorm derivations of the base words *inspire*, *persevere*, *admire*.

- **Before reading:** Make a T chart on the board. On the left side write **Actions**, on the right side write **Words**. As students read, ask them to identify actions or words of Patty Berg that demonstrate *optimism*.

- **After reading:** Patty's athletic talent and her boisterous humor endeared her to her fans. How does a sense of humor connect celebrities to their fans? Think about the funniest person you know. Does he or she have lots of friends? Is a good sense of humor related to optimism?

- **WORD WORK:** Compound Words: Challenge students to find at least four compound words in this section in less than five minutes. (Answers: everywhere, anything, Titleholders, goodwill, everyone, everybody). How many compound words can they brainstorm with a partner in five more minutes?

**LESSON 5**

MAKING HISTORY — OPTIMISM

USE THE NEWSPAPER!

- Distribute today's newspaper—one per person and the Lesson 5 Worksheet.
- Refer to the *Use the Newspaper* section of the student supplement. Remind students that Patty demonstrated optimism by maintaining a strong positive attitude. When trying to sell a product, advertisements often exaggerate the positive aspects of an item. Look through today's newspaper for advertisements. Identify the positive claims made in ads. Do the claims seem optimistic? Are there exaggerations? What would a pessimistic advertisement look like for the same item?
- Look on the Opinion/Editorial (Op/Ed) page for examples of optimistic and pessimistic points of view.
- Direct students to use Lesson 5 Worksheet with this activity.

EXTENSIONS

1. Patty's sense of humor provided inspiration and entertainment. Pre-select a headline from today's newspaper and rewrite it as an opposite to convey humor.
2. Write a letter to someone who is optimistic. Tell him/her why you appreciate their positive outlook.
3. Write the word **O-P-T-I-M-I-S-M** in the middle of a piece of paper. Think of eight words that describe optimism and can be written as crosswords sharing the same letter. For example, the word 'huMor' can be crossed with the letter "M" in optiMism.



LESSON 5: Worksheet

MAKING HISTORY—OPTIMISM

NAME _____

Define *optimism*: _____

Patty Berg maintained a positive and cheerful outlook to help her achieve her dream. She was honest and genuine in her relationships with other professionals and her fans.

1. Find advertisements in today's newspaper. Identify the ad, section and page in the first three columns. Underline words or phrases used to optimistically describe the object and write them in the fourth column. Finally, identify words in the ad that might be exaggerations.

Advertisement	Section	Page	Words/Phrases describing the advertised object in optimistic terms	Words in the ad that might be exaggerations

2. Look in the Op/Ed (Opinion/Editorial) section of the newspaper. Read the letters to the editor or the editorial. List the topic. Identify whether or not the tone is optimistic or pessimistic.

Title of letter or editorial	Topic	Tone: Optimistic or Pessimistic?



LESSON 6

YEARS OF ACCOMPLISHMENT—SPORTSMANSHIP

LEARNING OUTCOMES

Students will:

- Define *sportsmanship*
- Understand Greek or Latin origin of English words
- Practice strategies to read expository text including a timeline
- Use the sports section of the newspaper to recognize examples of good sportsmanship

VOCABULARY

- inducted – v. formally admitted to a post or organization (Latin *inducere* lead in)
- honorary - adj. conferred as an honor (Latin *honor*)
- humanitarian – n. concerned about the well being of humanity (Latin *humanus*, man, human being)
- recipient – n. a person who receives something (Latin *recipere*, from *capere* take)
- complications – n. worsening of an illness (Latin *complicare* fold together)

TOOLS NEEDED

- *Character of a Champion – The Patty Berg Story* student supplement, pages 14-15
- Lesson 6 Worksheet, one per student
- Today's newspaper, one copy per student

INTRODUCING THE TOPIC:

- What does *sportsmanship* mean? How have you witnessed or displayed sportsmanship? Is it easier to display sportsmanship when winning or when losing? Why is it important to display good sportsmanship?

- **Vocabulary Hunt:** *Character of a Champion: The Patty Berg Story*, pages 14-15. Have students skim the timeline and circle: *inducted* (1958), *honorary* (1961), *humanitarian* (1976), *recipient* (1989), and *complications* (2006). Review definitions. How many other words can students think of that have the same root words? (e.g., induce, induction, honor, honorable, human, humanity, humanitarianism, receive, complicate, etc.)

- **Before reading:** Write the word **Sportsmanship** on the board. Tell students that as they read the timeline they will understand why Patty Berg is considered one of the greatest athletes of all time. Clarify the difference between being elected (*chosen by a vote*) and inducted (*formally admitted*).

- **Point out** the questions in the upper left-hand corner of page 14.

Question 1: Students are to identify how many halls of fame Patty was inducted into in a 53-year-span of time.

Question 2: Focus on the 1980's to list the names of the awards received during this decade.

Question 3: Look for the date of the Patty Berg Charity Golf Classic

Question 4: Students are to look for the name of a county. Have them locate on a map.

Question 5: Skim to find the year the Patty Berg Award was created by the LPGA.

Question 6: Identify the challenges Patty faced during these years.

- **Background Information: Alzheimer's disease** is a brain disorder named after Alois Alzheimer - the German physician who first identified and described it in 1906. It is a progressive and fatal disease of the brain that destroys brain cells, resulting in memory loss and problems with thinking and behavior. Because Alzheimer's gets worse over time and is fatal, it affects work, social life and the quality of life. It is the seventh leading cause of death in the United States. There are as many as five million Americans living with Alzheimer's today.

- **After reading:** ASK: What are the most important aspects of Patty Berg's life that stand out in your mind? What lessons can we learn from Patty that we can apply in our own lives?

- **WORD WORK:** Verbs: Remind students that verbs describe actions. In a sentence, they work with the subject to complete a thought or action. Have students identify and circle as many verbs as they can find in the selection in five minutes.

**LESSON 6****YEARS OF ACCOMPLISHMENT—SPORTSMANSHIP****USE THE NEWSPAPER!**

- Distribute today's newspaper—one per person and the Lesson 6 Worksheet.
- Refer to the *Use the Newspaper* section of the student supplement. Remind students that good sportsmanship means behaving with respect toward teammates, opponents, game officials and fans whether winning or losing. Have students locate the sports section to find quotes and actions demonstrating sportsmanship.
- Direct students to complete this activity using Worksheet 6.

EXTENSIONS

1. List ways you can show the qualities of good sportsmanship in the classroom, during P.E., or in games.
2. Be a fan! Write a letter to an athlete who demonstrates good sportsmanship—thanking him/her for their example.
3. Write a **Code of Conduct** for athletes at your school describing actions and words that demonstrate good sportsmanship.



LESSON 6: Worksheet

YEARS OF ACCOMPLISHMENT – SPORTSMANSHIP

NAME _____

Define *sportsmanship*: _____

■ Good sportsmanship means behaving with respect towards teammates, opponents, game officials and fans whether winning or losing. Have students locate the sports section to find quotes and actions demonstrating sportsmanship. Use these quotes and actions to complete the acrostic poem. Include names of athletes who are exceptional examples.

S _____

P _____

O _____

R _____

T _____

S _____

M _____

A _____

N _____

S _____

H _____

I _____

P _____

Give examples of what good sportsmanship looks like and sounds like:

Looks Like	Sounds Like
Shaking hands	"Good game."