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**Diversity in Golf Lesson Plan, Grades 6-8**

**Lesson Overview:**

World War II left many African Americans disappointed at the rate of social change within the United States.  Many were drafted or joined to fight in segregated units to help to restore democracy back to the European nations, only to return home to face racial discrimination and prejudice in the American political system, economy, and culture.  The United States, however, was on the precipice of major social change manifested in what would become known as the civil rights movement.  These changes were to break down the color barrier that existed in the United States since its inception and, perhaps, can most easily be seen when examining the impact of minorities in professional sports such as golf.

**Essential Questions:**

* How has civil disobedience used to fight for civil rights?
* How did athletes contribute to the struggle for social justice?
* In what ways did prevailing conditions give rise to change before and during the Civil Rights movement?
* What is the role of leadership in bringing about change and social justice?

**Objectives:**  At the end of this lesson the students will be able to:

* Build nonfiction literacy and informational text skills as they watch a short video and read the *Constitution of the East Canton Clearview Par and Birdie Club, Inc*., on Bill Powell. ([CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/), [CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/), [CCSS.ELA-LITERACY.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/), [CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/), [CCSS.ELA-LITERACY.RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/))
* Cite specific textual evidence to support analysis of primary and secondary sources to support a verbal argument via the “Four Corners” activity.  ([CCSS.ELA-LITERACY.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/), [NJCCCS 6.1.8.A.3.b](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf), [NJCCCS 6.1.8.A.3.g](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf))
* Apply critical thinking skills to answer questions regarding controversial topics related to the civil rights movement and racial diversity.  ([CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/), [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/), [NJCCCS 6.1.8.A.3.b](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf), [NJCCCS 6.1.8.A.3.g](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf) )
* Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience through a “Four Corners” activity. ([CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/), [CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/), [CCSS.ELA-LITERACY.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/))
* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  ([CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/), [CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/), [CCSS.ELA-LITERACY.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) )

**Plan of Instruction:**

1. **Background information**:

* Just as in every other institution in the United States, golf was not always open and welcoming to African Americans.  Many are familiar with the accomplishments of black athletes like Jackie Robinson (who played for the Brooklyn Dodgers in 1947), Althea Gibson (who, in 1956, was the first black tennis player to win the Grand Slam title), and Arthur Ashe (who was a 3 time winner of the Grand Slam title in 1968, 1970, and 1975), but fewer Americans recognize the name **Bill Powell**.  Although he was never a professional golfer, his impact on helping to democratize the game will forever be his greatest legacy.  After returning home from European front in WWII, he was denied a G.I. loan because of the color of his skin.  Undeterred and inspired to fulfill his dream, he went on to be the only African American to design, build, run and own a golf course whose links would be open to everyone.  That course, Clearview Golf Club in Canton, OH opened its first 9 holes to the public in 1948 and expanded to 18 holes in 1978.

The following lesson is appropriate at the elementary level, however based on the specific grade level, some small changes may need to be made by the teacher to meet the needs of those specific students.

1. **Star Activity**:

* Have pre-cut 5 point stars ready for each student in class
* Have each students personalize their stars with their names, perhaps with a picture (either instruct students to bring a picture in for this activity or have them do it for homework)
* As a class, determine 5 categories, one category for each point on the students’ stars. Some suggestions might include town or state they were born in, a hobby or sport they enjoy, the students’ strongest characteristics, favorite subject in school, intended career, type of pet they have or would want, etc.
* After the students have written one of the agreed-upon categories on each point of their stars, have them cycle throughout the room to find and find as many matches with other students as they can. They should keep a list in their notebooks of the classmates with whom they have something in common.
* Have students answer the **Star Activity Questions** individually.
* Discuss the class’s answers to these questions

1. **Introduction to Bill Powell:**  Show [*More Than a Game, Segment 1*](http://www.usga.org/videos/2015/02/23/more-than-a-game-short-film-4076853195001.html) from the USGA website.

Students should answer the following questions while watching the video:

* Who was Bill Powell?
* Why did he want to build Clearview Golf Club in Canton, OH in 1946?
* How was he different from other golfers in his time?
* Do those differences make him more or less worthy than other golfers at the time?
* Why is Bill Powell an important figure not just in golf history, but in American history?
* What impact do you think Bill Powell had on the game of golf? Why is that significant?

4. **At the USGA Museum**, have students read the *Constitution of the East Canton Clearview Par and Birdie Club, Inc*., *Article 2* which is included in the More Than a Game exhibit.

* Discuss what a constitution is with the students—a set of rules for how people must act on Clearview Par and Birdie Club
* Have students explain what is meant in *Article 2*.
* Why would it have been so important for Bill Powell to include *Article 2* in the *Constitution of the East Canton Clearview Par and Birdie Club, Inc*.
* Discuss how this helps to democratize the game of golf—to make it fair and equitable for everyone in the US to have a chance to play the game.
* Why is that an important concept? Remember that Bill Powell builds his course at the very beginning of the modern civil rights movement and that the timing of that is historically significant.

5. **Four Corners Activity**:

* On 4 poster sized pieces of paper, write the following positions:  Strongly Agree, Agree, Disagree, Strongly Disagree
* Set these up in the four corners of the classroom.
* Present to students the included list (and any of your own) to get students to clarify their positions on controversial topics.
  + Read the first statement: *Racial diversity within a culture is a positive thing*
  + Have students physically walk to the corner that represents their opinion on the statement
  + Allow for a minute or a 1-2 minute discussion within the groups.  Students should be explaining to each other the reason they are of the Strongly Agree, Agree, Disagree, or Strongly Disagree opinion
  + Ask one student from each group to share with the class why they agree or disagree with the statement.  Ask students that they must verbally provide evidence supporting their position from all of the work done so far in the lesson.  This, hopefully, will spark some debate within the class.
  + Perhaps one of the students made such a compelling argument that some students have changed their minds.  Allow them to move to another corner and then ask why their opinions have changed.
  + After each round, have students mark on a piece of paper where they stood with each statement.
  + Have students provide evidence from the video or the constitution to support at least one of their claims.
  + Repeat this activity until all of the statements have been discussed/debated.

6. **Final assessment options**:

* Have students write a reflection journal assessing how the 4 Corners Activity either changed or reinforced their original opinions.
* Have students write a mini DBQ citing evidence from the video and the constitution on the following prompt: Why is it important that people stand up for what is right to create a more diverse society like Bill Powell did?
* Have students write an Exit Ticket that includes:  3 New Things Learned, 2 Questions I Still Have, and 1 Opinion I Now Have After the Lesson.