

A Classroom Guide to **CHARLIE** TAKES HIS SHOT

How Charlie Sifford Broke the Color Barrier in Golf

Nancy Churnin

pictures by
John Joven

guide prepared by
Marcie Colleen

Ages 4–8 // Grades PreK–3

This classroom guide is designed for students in first through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Charlie Takes His Shot* into the curricula.

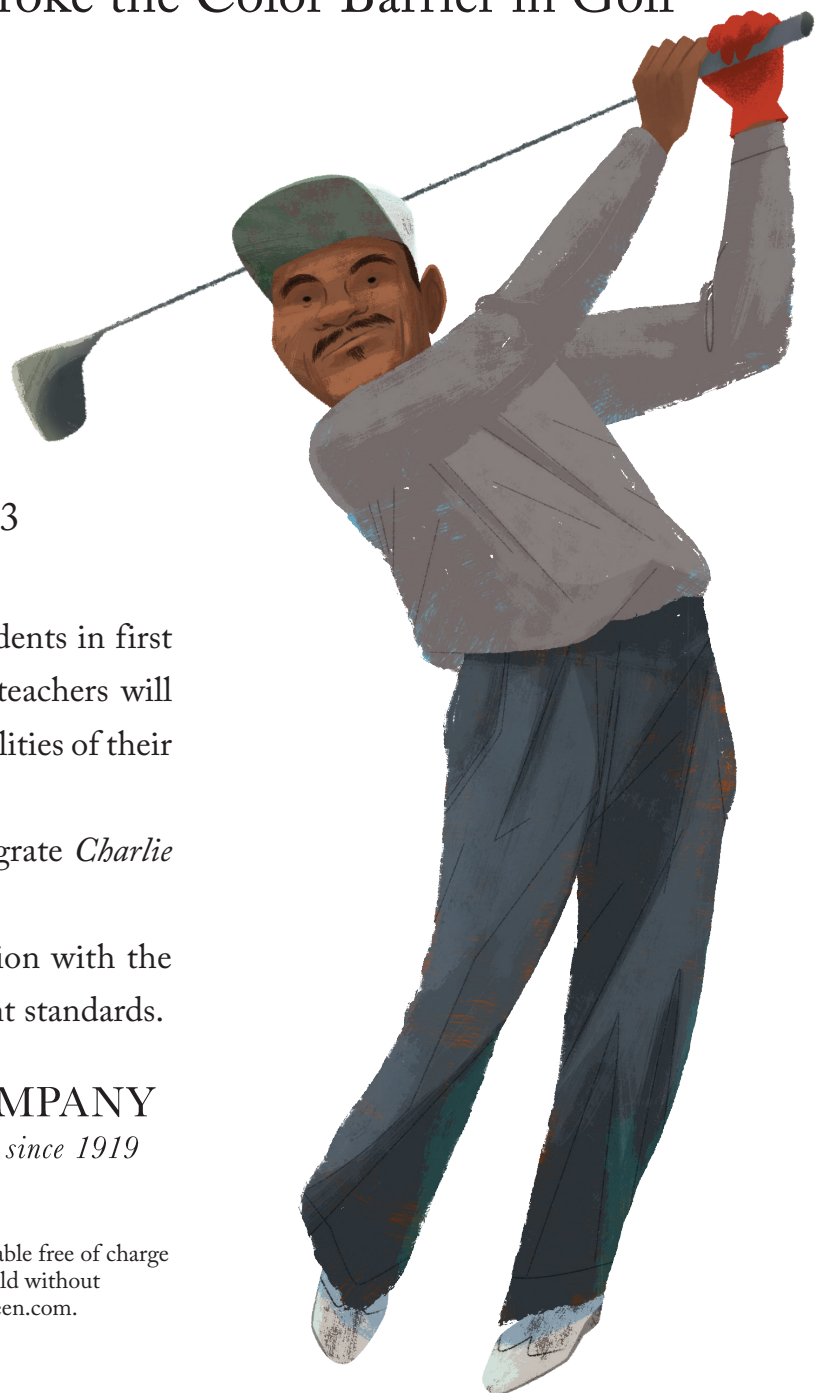
All activities were created in conjunction with the Common Core and other relevant content standards.

ALBERT WHITMAN & COMPANY

Publishing award-winning children's books since 1919

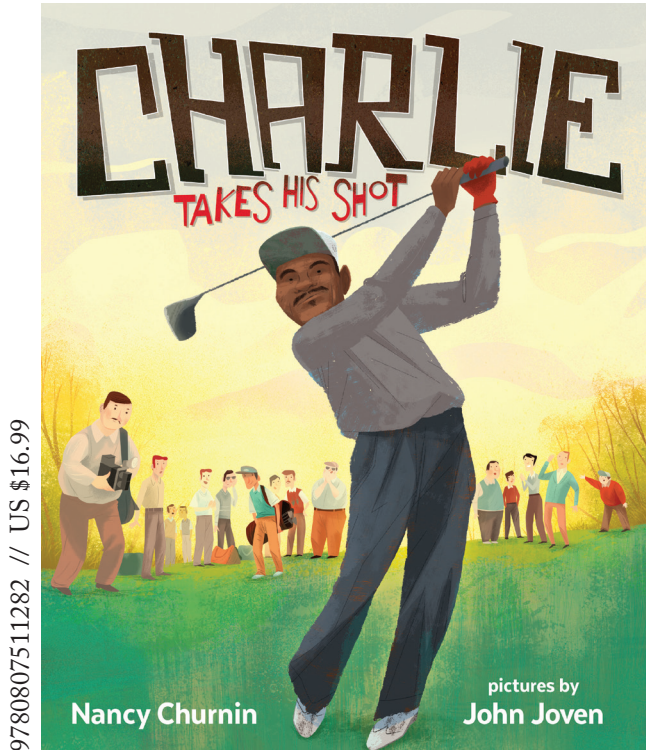
www.albertwhitman.com

Guide content copyright © 2017 by Marcie Colleen. Available free of charge for educational use only. May not be published or sold without express written permission. www.thisismarciecolleen.com.



About *Charlie Takes His Shot*:

How Charlie Sifford Broke the Color Barrier in Golf



Charlie Sifford loved golf, but in the 1930s only white people were allowed to play in the Professional Golf Association. Sifford had won plenty of black tournaments, but he was determined to break the color barrier in the PGA. In 1960 he did, only to face discrimination from hotels that wouldn't rent him rooms and clubs that wouldn't let him use the same locker as the white players. But Sifford kept playing, becoming the first black golfer to win a PGA tournament and eventually ranking among the greats in golf.

About Nancy Churnin

Nancy Churnin is the theater critic for the *Dallas Morning News* and the author of several picture books including *The William Hoy Story*. She lives in Texas. To learn more about Nancy Churnin, visit her at www.nancychurnin.com.

About John Joven

John Joven has illustrated numerous children's books, magazines, apps, and comic books published around the world. He lives in Colombia. To learn more about John Joven, visit him at www.johnjoven.com.



Before Reading

Building Background Knowledge and Setting a Purpose for Reading

Look at the Front Cover

- Describe what you see.
- Who do you think the man is? What is he doing?
- Imagine you are the man in the illustration. How does this pose make you feel?
- When do you think this story takes place? Today or a long time ago? What clues on the cover tell you this?
- Can you guess what the story might be about? What are some clues that tell you the setting?

Look at the Back Cover

- Read the quotes on the back cover.
- Do these quotes make you want to read the book? Why or why not?
- Who are the quotes from? Why do you think these people's thoughts were included on the back cover? What makes their words important?
- What do you learn about the book from these quotes? Make a list of all the words that stand out to you.

English Language Arts

Reading Comprehension

After reading the book, help students summarize in their own words what the book is about.

- Why does Charlie have to run and hide so no one sees him playing golf?
- Because he couldn't play golf, Charlie became a caddie. What is a caddie? How did being a caddie help him with his own golf game?
- What was Charlie's big dream?
- Why was Charlie not able to compete in the Professional Golf Association of America's tournaments?
- Who was Jackie Robinson? Explain in your own words how Jackie Robinson inspired Charlie Sifford.
- Jackie Robinson told Charlie it would be tough to break the color barrier in golf. What does he mean by this? What is Jackie's advice to Charlie?
- In what ways did Charlie see America "tearing down the walls that kept people apart?" Why did the goal of competing in PGA tournaments remain unreachable for Charlie?
- Who was Stanley Mosk? In what way did Stanley relate to Charlie's struggle? How did Stanley help Charlie?

- Once on the PGA tour, what obstacles did Charlie face? How did Charlie react?
- What was different about the tour in Hartford, Connecticut?

Let's talk about the people who made *Charlie Takes His Shot*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now let's look closely at the illustrations and discuss how people are dressed in *Charlie Takes His Shot*.

Extension Activity: Print out photos from the Internet of clothing styles in the 1940–60s. Draw your own character wearing clothing from this time period. Display the finished drawings in the classroom.

Reading Nonfiction

While reading *Charlie Takes His Shot* aloud to the class, have students take notes in two columns:

Things We Learned

Questions We Have

Pause before each page turn to add notes to the columns. These columns can either be

done individually or hung on the board and worked on as a class.

- Once the story is read, discuss the *Questions We Have* column.
 - Were any of these questions answered as the story went along?
 - If so, ask students to find the answer within the text.
 - Record the answer next to the question in a third column labeled *Answers We Found*.
- For all remaining questions in the *Questions We Have* column that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
 - Discuss how to find answers to questions through research.
 - Assign students to specific questions to help them focus.
 - Record all answers in the *Answers We Found* column.
- After the answers have been shared with the class, engage in a discussion on research practices.
 - What was most difficult about finding answers?
 - Was it easier to find answers on the Internet or in a book?

Things We Learned	Questions We Have	Answers We Found

- Which source is more reliable, the Internet or a printed book? Why?
- How can you determine whether to trust a source?
- What tips would you give someone who is about to do research?
- Read the author's note at the back of the book.
 - Create an additional chart to document what information in the author's note was included in the story and what information was not included.
 - Why do you think Churnin chose to include certain information and leave other information to the author's note?
 - Choose three facts from the author's note and explain why you think each was not included in the story.

Extension: Design and illustrate posters representing each fact, question, and answer based on *Charlie Takes His Shot* and display them within the classroom.

Vocabulary Detectives

Charlie Takes His Shot has some new and challenging vocabulary, mostly related to golfing or civil rights. Words like “clause” and “color barrier” may be unknown to some young readers.

Reread *Charlie Takes His Shot* aloud and ask students to listen carefully for words they do not know. As soon as they come across

an unknown word, they should raise their hand. Repeat the phrase using the unknown word. What might it mean, based on context? Look up the word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition. Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it. Reread the story and when you come to a vocabulary word, have the students fill in the meaning of how they choose to remember it.

Create a list of vocabulary words and hang it on the wall to revisit again.

Social Studies

Be an Upstander, Not a Bystander!

Jackie Robinson had a tough fight, but he was helped by having people like his teammate Pee Wee Reese, who put his arm around him during a photo op. In contrast, Dixie Walker quit the Brooklyn Dodgers rather than play with Jackie.

Interestingly, Reese went on to play for many more years, while the career of Walker, who had been one of the most popular players in baseball at the time Jackie joined the team, ended soon after he left the team.

Charlie wasn't on a team like Jackie, as golf is a solo sport, but he was helped when

Jackie Robinson encouraged him and wrote a column in *The New York Post* on his behalf. He was also helped by Stanley Mosk, a lawyer who fought the PGA for Charlie's right to play. At the same time, other people threatened Charlie for playing the sport he loved.

Discuss:

- What is an upstander?
- What is a bystander?
- If you see someone being treated unfairly, would you be an upstander like Pee Wee Reese or a bystander like Dixie Walker?
- Brainstorm the many ways to stand up for those who need support.

Dealing with Bullying

Discuss:

- What is bullying?
- Is Charlie bullied in *Charlie Takes His Shot*? By whom?
- How does Charlie respond to the bullying?
- What are some other ways Charlie could have respond to the bullying?
- Have you ever been bullied? What happened?
- How did you respond to the bullying?
- What could you have done differently?
- Have you ever seen a friend or someone else be bullied? What could you do that in that situation to help?

Make a Difference

As a class, brainstorm ways to make a sport or activity more inclusive of others. Encourage students to find a way to include a person or a group in an activity they've never participated in before. Then, with parental permission, please send a photo and caption describing the actions taken to include others to www.nancychurnin.com. We'll celebrate what the children do on a special page called **We Helped Them Take Their Shots**.



Dare to Dream Like Charlie

Charlie Sifford was a daring dreamer who went after what he wanted in life. Note the many times in *Charlie Takes His Shot* that he said he wanted something and then record

those moments in the table below, along with what steps he took to achieve that desire.

Do you have any dreams that you want to accomplish? Create a similar chart and fill it in with the steps you might take to get you to your goal.

Want #	The want	The steps	The result
1	Ex. "From the moment he grasped a golf club, Charlie knew he was born to play."	Became a caddie	He could watch the other players and study their grips and stance. He practiced his own grip and stance.
2			
3			

History

A Civil Rights Timeline

Like the personal battle that Charlie Sifford fought to break the color barrier in golf, the overall fight for equality was a movement that happened over many years.

Research the following dates to learn their significance in the civil rights movement and then make a timeline of the information gathered.

Discuss:

- If you could have been a part of any event on the timeline, which one would you have been involved in? Why?
- How would you explain the idea of civil rights to someone?

- Do you think the civil rights movement is over? Are all people treated equally? Explain your answer.

- January 31, 1865
- March 1, 1875
- November 26, 1883
- May 17, 1954
- December 1, 1955
- September 4, 1957
- September 9, 1957
- February 1, 1960
- May 4, 1961
- August 28, 1963
- July 2, 1964
- April 4, 1968

Step into History

Have students work together to create a newscast about one of Charlie Sifford's historic golf tournaments to present to their classmates. Students will write a script and take on the roles of anchors and on-site reporters. Students can choose to interview characters and eyewitnesses. Videotape the final newscasts so students can watch themselves on TV.

Take notes and gather as much information as possible on the following five topics:

- Early Life/Childhood/Family
- Life as a Golfer
- Famous Moments
- Legacy
- Other Fun Facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

Famous Minority Golfers

Although professional golf has been dominated by white male players, there have been several famous golfers, like Charlie Sifford, of different races, religions, and gender. Assign a famous minority golfer for students to research in the library and on the Internet. A list of eight are below, but do not feel limited to those on the list.

- Tiger Woods
- Renee Powell
- Se Ri Pak
- Nancy Lopez
- Lee Trevino
- Si Woo Kim
- Lee Elder
- Vijay Singh

African American Firsts

Charlie Sifford waged a long, lonely fight to become the first black man to break the color barrier in the Professional Golfers' Association of America in 1960. He was certainly a pioneer in his field, as were many other African Americans of other fields who fought for equal rights.

Type the phrase "*First African American to*" into a search engine and see how many pioneers you can find.

Write a thank you letter to one of these brave men and women. How has their accomplishment influenced your life?

ALBERT WHITMAN & COMPANY

Publishing award-winning children's books since 1919

www.albertwhitman.com

