

Golf History Curriculum

Parent-Teacher Notes

Stage 3 — Train to Compete

Your role: discussion facilitator and analytical challenge partner · 6 Weeks · 24 Lessons · Homeschool Edition

How to Use This Document

This document contains every parent-teacher note from the Golf History Curriculum for Stage 3 — Train to Compete. All six weeks, all four lessons per week, organized in one place.

Each note tells you what the lesson is doing analytically, how to facilitate the key discussion or activity, what to watch for in your student's response, and where to push further if your student is ready.

Notes are written for you — the parent-teacher — not for your student. Read the week-level guidance box at the start of each section before beginning that week's lessons.

The Quick Reference table at the back lists every lesson with a single-sentence facilitation priority — ideal for a fast review before each session.

Stage Overview

Your role: discussion facilitator and analytical challenge partner

Stage 3 engages with genuinely contested historical questions. Your role shifts toward facilitating discussion and guiding independent research. Sit with the hard conversations — golf's racial history and gender barriers are essential, not optional. The most important thing you can model is intellectual honesty: the willingness to engage with hard questions without rushing to resolve them.

Week 1 — Golf, Race & Integration · 1900–1975

Week Guidance

Do not shy away from this topic. Your willingness to engage honestly signals to your student that hard history matters. Follow their lead on pace and depth — but do not let discomfort become avoidance.

LESSON

1

The Game Behind the Gate: Golf's Racial Barriers

Parent-Teacher Note

This lesson introduces difficult but essential historical content. Encourage your student to sit with the discomfort rather than moving past it quickly. The discussion question is designed to prompt analytical thinking, not just emotional reaction. There are no simple answers — that is the point.

LESSON**2****Charlie Sifford: The Man Who Broke the Barrier**

Parent-Teacher Note

The primary source exercise is essential here. Reading Sifford's own words — not just summaries of his story — is a different kind of historical encounter. The Los Angeles Times and Sports Illustrated archives are good starting points for original coverage.

LESSON**3****Lee Elder and the 1975 Masters**

Parent-Teacher Note

The question at the end of this lesson is one of the most important analytical questions in this entire curriculum. Encourage your student to think carefully about the difference between stated rules and actual institutional intentions. This is a transferable analytical skill.

LESSON**4****Sport as a Mirror: What Golf's Racial History Tells Us**

Parent-Teacher Note

Lesson 4 is the synthesis lesson. The three notebook questions are designed to be discussed verbally first, then written. A good 20-30 minute conversation before writing will produce significantly stronger responses than writing from a cold start.

Week 2 — Television & the Modern Major Era · 1950–1980**Week Guidance**

The media analysis here connects naturally to today's social media and streaming landscape. Ask your student: 'How would Palmer have used Instagram?' The continuity between 1960s television celebrity and today's digital celebrity is genuinely illuminating.

LESSON**1****The Camera Finds the Game**

Parent-Teacher Note

This lesson establishes the structural and economic context for everything that follows in the week. Encourage your student to think about television not just as a technology but as an economic and cultural force. Let the discussion question land before moving on.

LESSON**2****Arnold Palmer and the Creation of Golf Celebrity**

Parent-Teacher Note

The McCormack and IMG section is particularly important because it connects golf history to economics in a concrete, traceable way. If your student is interested in the business angle, this is worth exploring further.

LESSON

3

The Big Three and the Architecture of Rivalry

Parent-Teacher Note

Encourage your student to draw the career timeline visually rather than just listing data. Seeing Palmer, Player, and Nicklaus laid out chronologically often produces insights — particularly about how Nicklaus's dominance extended well beyond Palmer's peak years.

LESSON

4

Reading the Numbers: Television's Impact in Data

Parent-Teacher Note

If your student struggles with the analytical paragraph, try working through it verbally first: 'Tell me what you notice about these numbers.' Then help them translate what they said into written form. The skill of moving from observation to analysis is what this lesson builds.

Week 3 — Course Architecture as Art · 1920–2000

Week Guidance

Week 3 asks your student to look at golf's physical landscape through a design and ecological lens. The Dye Course at your facility makes Pete Dye's philosophy physically accessible — walk a hole while discussing this week's lessons if at all possible.

LESSON

1

What Is Golf Course Architecture?

Parent-Teacher Note

This lesson is foundational — it establishes the conceptual vocabulary for everything that follows in the week. The discussion question at the end is designed to connect abstract architectural concepts to your student's own experience of challenge and design. Take time with it before moving on.

LESSON

2

MacKenzie and the Philosophy of Strategic Design

Parent-Teacher Note

The analysis task requires applying vocabulary and principles to visual evidence. Google Earth satellite view of Augusta National works well for this. Require use of specific vocabulary from Lesson 1 when writing the analysis.

LESSON

3

Pete Dye and the Brutalist Revolution

Parent-Teacher Note

The discussion question connects directly to your facility — the Dye Course at PGA Golf Club gives your student a real, accessible example of Dye's philosophy. If possible, walk a hole or two while discussing this lesson. Seeing design principles in physical form is irreplaceable.

LESSON**4****Augusta National: A Case Study in Evolution**

Parent-Teacher Note

The USGA Museum and Golf Digest's historical archives contain good visual documentation of Augusta National's evolution. Ben Crenshaw's commentary on the original MacKenzie design offers a useful counterpoint to Augusta's official narrative.

Week 4 — The Global Expansion of Golf · 1960–2000**Week Guidance**

The three synthesis questions at the end of Week 4 range from factual recall through analytical reasoning to normative judgment. Encourage your student to spend the most time on Questions 2 and 3, where the thinking is most demanding and the learning most durable.

LESSON**1****Golf Leaves America: The International Game Takes Shape**

Parent-Teacher Note

The discussion question asks your student to think analytically about the preconditions for cultural diffusion. There are no wrong answers, but encourage your student to justify their predictions with specific conditions rather than just listing countries.

LESSON**2****Japan: The World's Most Golf-Obsessed Nation**

Parent-Teacher Note

The Japanese golf bubble of the 1980s is a genuinely fascinating case study in asset bubble economics — directly parallel to other economic phenomena your student may have studied. If economics interests them, follow this thread beyond the lesson.

LESSON**3****Seve Ballesteros and the European Revolution**

Parent-Teacher Note

The Ryder Cup data task is a concrete quantitative exercise that grounds the narrative in verifiable evidence. Encourage your student to look for the pattern rather than just copying the data — when does the shift happen, how dramatic is it, does it hold consistently?

LESSON**4****Golf's Global Infrastructure**

Parent-Teacher Note

The three synthesis questions range from factual recall to normative judgment. Encourage your student to spend the most time on Questions 2 and 3. The normative judgment question is the hardest and the most valuable.

Week 5 — Women's Golf History in Depth · 1900–2000

Week Guidance

The synthesis questions this week are deliberately challenging. A student who engages seriously with all three — steelmanning both sides, comparing two figures analytically, and making an evaluative judgment — is demonstrating exactly the analytical capacity this stage is designed to develop.

LESSON

1

The Pioneers: Women in Golf Before the LPGA

Parent-Teacher Note

The analysis task asks your student to identify a historical pattern — restriction creating the conditions used to justify itself — and apply it beyond golf. Accept any well-reasoned answer; the goal is pattern recognition, not a specific correct response.

LESSON

2

Founding the LPGA: The Women Who Built Professional Golf

Parent-Teacher Note

The research task asks your student to go beyond the lesson content independently. Encourage finding primary or near-primary sources — newspaper articles from the era, contemporary profiles — rather than just modern Wikipedia summaries.

LESSON

3

Mickey Wright and Nancy Lopez: Two Eras of Excellence

Parent-Teacher Note

The discussion question here is one of the most substantive in the entire curriculum. It asks your student to think about how value is assigned and whether the metrics we use are fair or complete. There is no simple answer — encourage sitting with that discomfort rather than resolving it prematurely.

LESSON

4

Media, Money, and the Persistent Gap

Parent-Teacher Note

The synthesis questions require your student to steelman both sides of the prize money debate before taking a position. A student who can present both arguments charitably before choosing one is demonstrating Stage 3 level analytical maturity.

Week 6 — The Research Symposium · Synthesis, presentation and celebration

Week Guidance

Week 6 is the culmination of Stage 3. Your most important job is to take your student's work seriously. Ask real questions. Give honest feedback. Treat the presentation as the genuine intellectual achievement it is — because it is one.

LESSON

1

What Is a Research Symposium?

Parent-Teacher Note

The most important outcome of this lesson is your student choosing a research question they are genuinely interested in. Resist the temptation to steer them toward a question you think is more manageable. Authentic interest produces better work than comfortable topics.

LESSON

2

Research Question Options and Investigation Guide

Parent-Teacher Note

If your student is drawn to a question not on the provided list that connects meaningfully to the curriculum, allow it. The list is a menu of options, not a constraint. What matters is that the question is substantive and produces an argument rather than just a summary.

LESSON

3

Building Your Argument and Exhibition Board

Parent-Teacher Note

The single most common weakness in student research presentations is the absence of a genuine thesis — students presenting information without making an argument. If your student's draft thesis sounds like a topic description rather than a claim, ask: 'What do you actually think is true?'

LESSON

4

Presenting, Defending, and Reviewing

Parent-Teacher Note

Your role on presentation day: be a genuine audience, ask at least three real questions during the Q&A — not softballs — and complete the peer review rubric honestly. A rubric completed with inflated scores to spare feelings does not serve your student. Honest, specific feedback does.

QUICK REFERENCE — FACILITATION PRIORITIES

One-sentence facilitation priority for every lesson in this stage

W k	Le s	Lesson Title	Key Facilitation Priority
1	1	The Game Behind the Gate: Golf's Racial Barriers	Sit with the discomfort — do not rush to resolve it. That is the lesson.
1	2	Charlie Sifford: The Man Who Broke the Barrier	Find Sifford's own words — a summary of his story is not the same as his voice.
1	3	Lee Elder and the 1975 Masters	Push for the distinction between stated rules and actual institutional intentions.
1	4	Sport as a Mirror: What Golf's Racial History Tells Us	Discuss the three notebook questions verbally for 20-30 minutes before writing begins.
2	1	The Camera Finds the Game	Frame television as an economic and cultural force, not just a technology.
2	2	Arnold Palmer and the Creation of Golf Celebrity	Ask: 'How would Palmer have used Instagram?' — the continuity is genuinely illuminating.
2	3	The Big Three and the Architecture of Rivalry	Draw the timeline visually — Nicklaus's dominance extending beyond Palmer's peak reveals itself.
2	4	Reading the Numbers: Television's Impact in Data	Work verbally first: 'Tell me what you notice.' Then help translate into written analysis.
3	1	What Is Golf Course Architecture?	Build vocabulary thoroughly this lesson — all subsequent analysis depends on it.
3	2	MacKenzie and the Philosophy of Strategic Design	Use Google Earth satellite view of Augusta National for the visual analysis task.
3	3	Pete Dye and the Brutalist Revolution	Walk a hole of the Dye Course at your facility while discussing — design is physical.
3	4	Augusta National: A Case Study in Evolution	Ben Crenshaw's commentary on MacKenzie's design is the best counterpoint to Augusta's official narrative.
4	1	Golf Leaves America: The International Game Takes Shape	Push for justified predictions — what specific conditions make a country embrace golf?
4	2	Japan: The World's Most Golf-Obsessed Nation	Connect the Japanese golf bubble to broader economics — the same asset bubble pattern appears elsewhere.
4	3	Seve Ballesteros and the European Revolution	Use the Ryder Cup data to verify the narrative — look for the pattern, not just the facts.
4	4	Golf's Global Infrastructure	Spend the most time on Questions 2 and 3 — normative judgment is the hardest and most valuable.
5	1	The Pioneers: Women in Golf Before the LPGA	Accept any well-reasoned pattern recognition — the goal is the analytical skill.
5	2	Founding the LPGA: The Women Who Built Professional Golf	Require near-primary sources — newspaper articles from the era, not just modern summaries.
5	3	Mickey Wright and Nancy Lopez: Two Eras of Excellence	Sit with the question about how value is assigned — there is no simple resolution.

5	4	Media, Money, and the Persistent Gap	Require steelmanning both sides before taking a position — that is the analytical discipline.
6	1	What Is a Research Symposium?	Let your student choose the question that genuinely interests them — do not steer toward easier.
6	2	Research Question Options and Investigation Guide	The question list is a menu, not a constraint — a student's own question is usually better.
6	3	Building Your Argument and Exhibition Board	If the thesis sounds like a topic description, push: 'What do you actually think is true?'
6	4	Presenting, Defending, and Reviewing	Ask real Q&A questions — not softballs. Grade the rubric honestly. Both matter more than encouragement.