

# THE LESSONS AND LEGACIES OF BOBBY JONES



Bobby Jones with Grand Slam trophies, 1930  
*Courtesy Jones Family*

## Teacher's Guide



[www.oaklandcemetery.com](http://www.oaklandcemetery.com)  
404.688.2107

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For questions about this guide or to book a school visit, please contact:

Marcy Breffle  
Education Manager, Historic Oakland Foundation  
248 Oakland Avenue, SE  
Atlanta, Georgia 30312  
404. 688. 2107 ext. 16  
[mbreffle@oaklandcemetery.com](mailto:mbreffle@oaklandcemetery.com)

# INTRODUCTION

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## About Historic Oakland Cemetery

Less than a mile from the heart of downtown Atlanta, a hidden treasure, a secret sanctuary, welcomes you. Founded in 1850, Historic Oakland Cemetery is the final resting place of many of Atlanta's settlers, builders, and noted citizens like golfer Bobby Jones, author Margaret Mitchell, and Mayor Maynard Jackson. It is also a showplace of sculpture and architecture, and a botanical preserve with ancient oaks and magnolias. Here, in this peaceful place, the full scope of the city's rich and fascinating history unfolds before you. Visit [www.oaklandcemetery.com](http://www.oaklandcemetery.com) to discover more information about Historic Oakland Cemetery.

## About Bobby Jones

In the "Golden Age of American Sport," no athlete captured the public imagination like Atlanta's own Robert Tyre "Bobby" Jones, Jr. Born in 1902, Jones popularized golf on an international stage. His sportsmanship called attention to the game's traditions, and his success and personal character on and off the course continue to inspire. His 14-year playing career culminated in 1930 when he became the only golfer to achieve a Grand Slam by winning golf's four major tournaments in the same year. Two months later, he retired from competitive golf to devote time to his family, career, and his native city of Atlanta. He became golf's beloved ambassador and is best remembered for helping found Augusta National Golf Club and the Masters Tournament. Jones transcended his sport and became an American hero at a time when the nation needed one. He died in 1971 and is buried at Historic Oakland Cemetery. His strength of character, athletic skill, and personal accomplishments inspire us today.

## About this Teacher's Guide

This teacher's guide accompanies the exhibition and online exhibition on Bobby Jones at Historic Oakland Cemetery and includes grade-specific activities to extend the learning experience. This guide also includes supplemental material in the Appendix to assist with your classroom instruction.

## Learning Goals

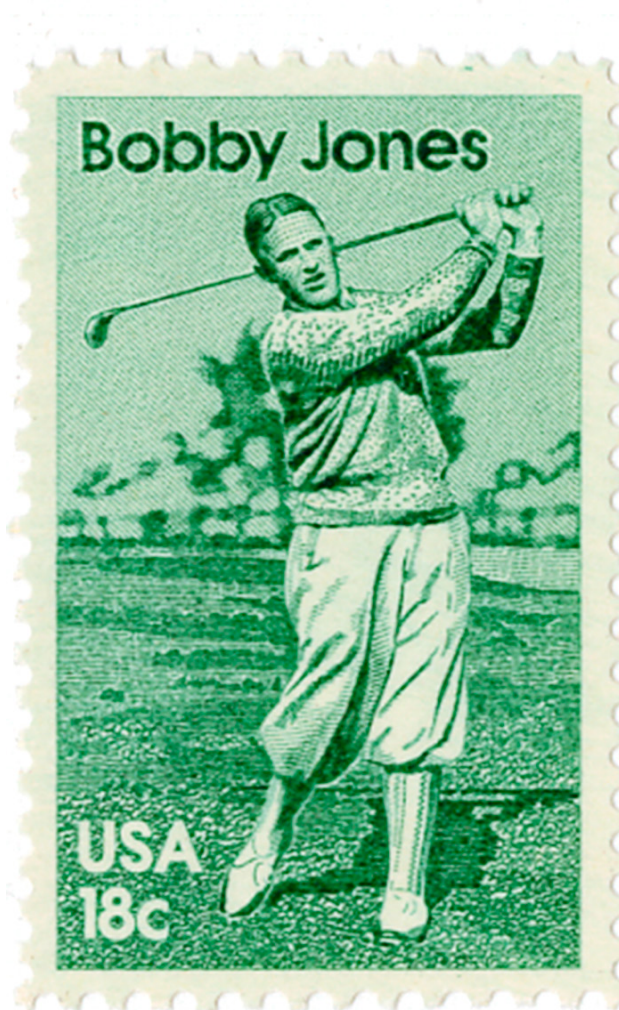
Students will:

1. Understand the relevance, purpose, and process of primary source research.
2. Explore how historical research can improve our knowledge and understanding of larger historic occurrences.
3. Examine how historic sites in Atlanta illuminate the city's history.
4. Investigate how history connects to the present and shapes the future.

## Learning Objectives

Students will:

1. Develop a long-range understanding of historic chronology and learn about local and national events that influenced Bobby Jones and the history of golf in America in the twentieth century.
2. Examine what epitaphs (a phrase or statement written in memory of a person who has died, often an inscription on a tombstone) reveal about the legacy of a person buried in the cemetery.
3. Research the history of scandal in sport and learn about how sportsmanship (of lack thereof) has shaped our nation's history and culture.
4. Research and learn about figures associated with sports buried at Oakland Cemetery.
5. Learn how to map Bobby Jones' life locally and nationally.
6. Learn about Bobby Jones' life through the development of a crossword puzzle and photobiography.
7. Examine the horticultural history of Georgia through the study of Oakland Cemetery and Fruitland Nursery, the site upon which Augusta National Golf Club was built.



Bobby Jones stamp, 1981



# ACTIVITY 1

## A TIMELINE OF ATLANTA'S GOLFING LEGEND

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**Grade Level:** Middle and High School

**Georgia Performance Standards:** See Appendix

**Goals:** Students too often encounter little bits and pieces of history out of context and unconnected to larger historic themes, making it difficult for them to develop a sense of a historic era and historical context. Timelines categorize similar or related events and help students compare elements in different time periods. They also provide a visual aid for identifying cause and effect relationships between events, and a visual prompt to activate student prior knowledge. Timelines help students develop a long-range understanding of historic chronology, and this timeline will help students understand local and national events that influenced Bobby Jones and the history of golf in America in the twentieth century. In this activity, students begin with a timeline of Bobby Jones' life and connect the events of Jones' life to a larger timeline documenting Atlanta history, Georgia history, and U.S. history.

**Oakland Connection:** Discover the stories of other individuals who helped to shape Atlanta with the *Sights, Symbols, and Stories of Oakland* tour. Hear the histories of Ivan Allen Jr., Margaret Mitchell, Maynard Jackson, Franklin Garrett, Edward H. Inman, Hoke Smith, James G. Woodward, and several other Oakland residents who were contemporaries of Bobby Jones. After the tour, have each group identify three individuals to research using primary and secondary source material and identify three major events in their lifetime. Ask the students to connect the events of these individual's lives with Bobby Jones' life, and draw similarities and differences between their experiences.

**Materials:** Computer or tablets with internet access, projector, whiteboard/dry erase markers, or butcher paper/markers, or string and white paper/markers

### Step-by-Step Instructions:

1. Divide your class into three groups.
2. Have them read the entry on Bobby Jones from the New Georgia Encyclopedia at: <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/bobby-jones-1902-1971>. While reading the article, students should record three to five events in Jones' life that they think make him an important historical figure.
3. Review the Bobby Jones timeline in the Appendix.
4. Assign each group a topic (Atlanta, Georgia, nation) and have them identify 15 events in history that would have affected Jones' life (between 1902 and 1971). For example, the nation group might identify 1929 as the start of the Great Depression, and 1941 the bombing of Pearl Harbor and the U.S. entry into the war.

5. Have each group construct their timeline to include: Bobby Jones' life, events that affected Atlanta, Georgia, and the nation. The timeline may be made of butcher paper and covered in student drawings, photographs, and 3" x 5" notecards noting particular events. Groups could also use a rope with images, dates, and documents hung from paper clips and clothespins. It could also be drawn on a whiteboard.
6. Once the timeline has been created, have each group select three dates from their timeline and write short paragraph about how that event might have affected Jones or one of his contemporaries.
7. Ask the students to present on their findings, and explain and justify their selections.
8. Extension: Tour Oakland Cemetery and have each group identify three people who lived at the same time that Jones did. Possible choices: Ivan Allen Jr., Margaret Mitchell, Maynard Jackson, Franklin Garrett, Edward H. Inman, Hoke Smith, or James G. Woodward. Research their stories using primary and secondary source material and identify three major events in their lifetime. Ask the students to connect the events of these individual's lives with Bobby Jones' life, and draw similarities and differences between their experiences.



Bobby Jones, ca 1930s  
*Courtesy Atlanta History Center*

# ACTIVITY 2

## EPITAPHS: THE IMMORTALITY OF WORDS

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**Grade Level:** High School

**Georgia Performance Standards:** See Appendix

**Goals:** Bobby Jones became one of the most famous athletes of the early twentieth century, and notable figures in U.S. history and in golf often wrote about his broad influence. Yet, nothing on his gravesite indicates his fame or significance. In this activity, students will tour Oakland Cemetery and find epitaphs (a phrase or statement written in memory of a person who has died, often an inscription on a tombstone) that reflect the legacy of a person buried in the cemetery. They will then research that individual to learn more about them. This activity focuses on legacies, on the way that we choose to remember individuals, and how they choose to be remembered.

**Oakland Connection:** How would you like to be remembered? Explore some of the fascinating epitaphs that grace the monuments of Oakland. Each student should select an epitaph (examples can be found at <http://www.oaklandcemetery.com/tag/epitaphs/>) and prepare a short essay on the individual. Students should consider what the epitaph reveals about how the individual choose to be remembered, and what they wished others to know about their lives.

**Materials:** Computer or tablets with internet access, paper and pen

### Step-by-Step Instructions:

1. Read the entry on Bobby Jones from the New Georgia Encyclopedia at: <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/bobby-jones-1902-1971>
2. Numerous people wrote admiringly about Jones, and any of these quotes could have served as an epitaph.
  - “There was laughter in his heart and on his lips, and he loved his friends.” Paul Gallico
  - “Bob was a fine man to be partnered with in a tournament...He made you feel that you were playing with a friend and you were.” Gene Sarazen
  - “The essence of the man might well have been that he embodied the spirit of golf more than anyone who ever played the game.” Jack Nicklaus
  - “He combined exquisite artistry with utterly relentless precision in a way not quite given to other golfers. Just to see him swing a club was a joy, and the finest tribute any gofer can receive still is to have some old-timer say, ‘He looked like Jones on that one.’” Bernard Darwin

- “His fame as a golfer is transcended by his inestimable qualities as a human being.” Dwight D. Eisenhower
  - “As a young man he was able to stand up to just about the best life could offer, which is not easy, and later he stood up with equal grace to just about the worst.” Herbert Warren Wind
3. Divide the class into pairs and assign each pair one of these quotes. Ask them to analyze the quote by answering the following questions:
    - What do we learn about Bobby Jones’ life?
    - What is the tone of the quote? What words or phrases tell us how the writer felt about Bobby Jones?
    - Who wrote this quote? What was their relationship to Bobby Jones?
  4. Ask each group to present their analysis to the class and discuss what these quotes, taken together, reveal about how Bobby Jones was viewed by his peers. Contrast these quotes with the simple headstone on Jones’ gravesite and discuss reasons for this contrast as a class.
  5. Each student should tour Oakland Cemetery and find two or three notable epitaphs. Feel free to visit Oakland’s website for ideas: <http://www.oaklandcemetery.com/tag/epitaphs/>.
  6. Each student will select their top choice and prepare a short essay on the individual and what the epitaph reveals about their life. Students should consider what the epitaph reveals about how the individual choose to be remembered, and what they wished others to know about their lives.



T. Phillip Perkins and Bobby Jones, 1928  
*Courtesy Jones Family*



# ACTIVITY 3

## SCANDAL AND SPORTSMANSHIP

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**Grade Level:** High School

**Georgia Performance Standards:** See Appendix

**Goals:** The history of sport is filled with triumph and tragedy, and sports scandals often dominate newspaper headlines. Bobby Jones became one of the most famous athletes of the early twentieth century, but early in his career, he struggled to control his temper. In this activity students will research the history of scandal in sport and learn about how sportsmanship (or lack thereof) has shaped our nation's history. This activity focuses on how sportsmanship has shaped American history.

**Materials:** Computer or tablets with internet access, paper and pen

### Step-by-Step Instructions:

1. Read the entry on Bobby Jones from the New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/bobby-jones-1902-1971>.
2. Read this short excerpt on Jones' temper, written by historian Dr. Catherine Lewis

Early in his career, Bobby Jones' drive manifested itself in the throwing of clubs and balls. In 1917, he barnstormed around the U.S. to help raise money for World War I and his temper was becoming an embarrassment. Playing in a match at Brae Burn Country Club one sports writer noted: "Although Jones is only a boy, his display of temper when things went wrong did not appeal to the gallery." Grantland Rice once said of Jones: "He has the face of an angel, and the temper of a timber wolf."

In 1921 at the British Open, he teed off on a windy morning of the third round at the Old Course in St. Andrews. Playing badly, he picked up his ball and disqualified himself. He did not storm off the course, but kept playing even after the disgrace. Six years after the incident he wrote in his autobiography *Down the Fairway*: "I have some sterling regrets in golf. This is the principle regret—that I ever quit in a competition . . . But I was a youngster, still making my reputation. And I often have wished I could some way offer a general apology for picking up my ball on the 11th green of the third round, when I had a short putt left for a horrid 6. It means nothing to the world of golf. But it means something to me."

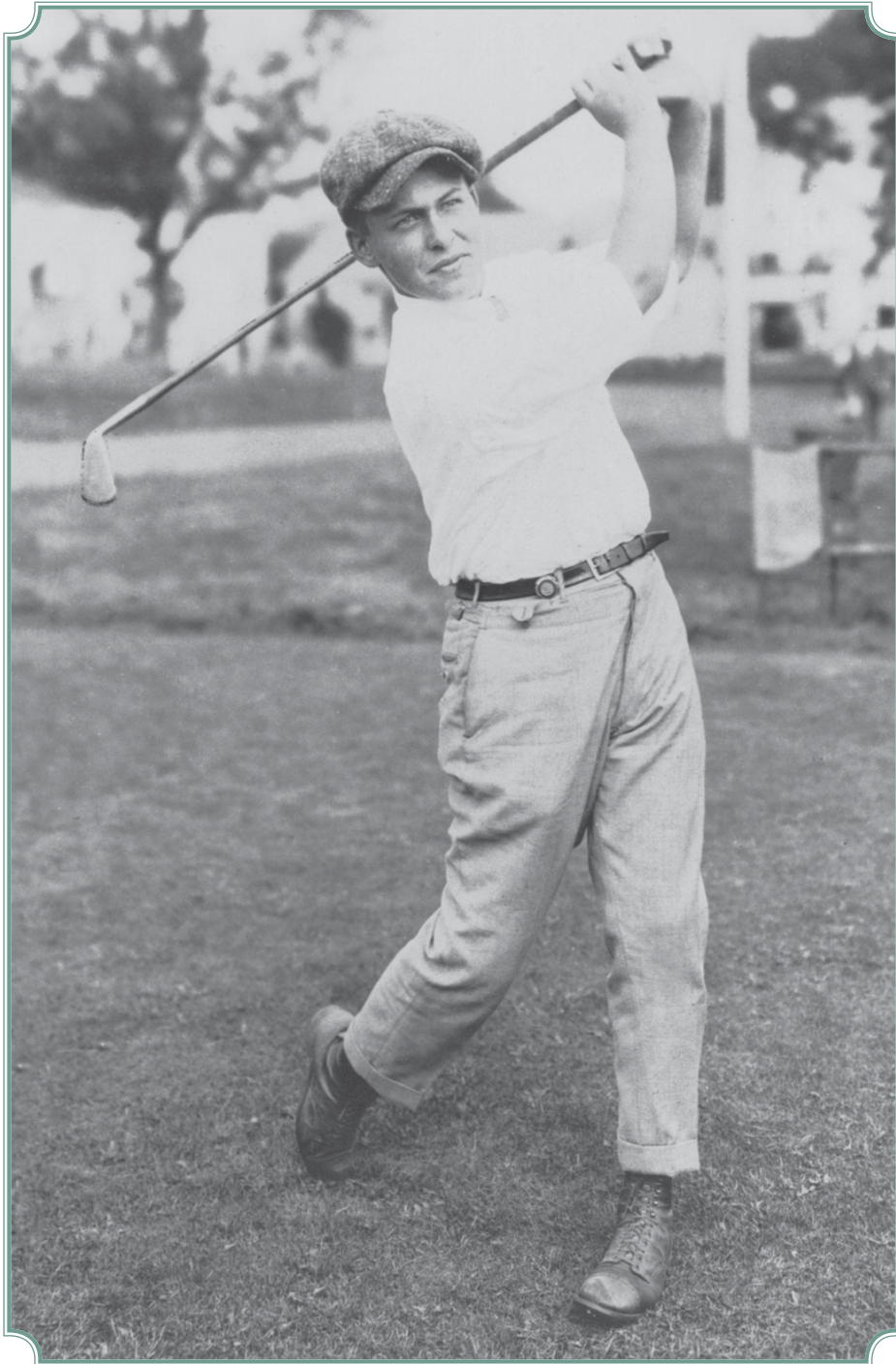
At the U.S. Amateur later that year in St. Louis, Jones threw a club and struck a woman on the leg. After the incident USGA President Prescott Bush, the grandfather of George Herbert Walker Bush and great-grandfather of George Walker Bush, took the unusual step of reprimanding him in writing, warning that he would "never play in a USGA event again unless you can learn to control your temper."

Over the next several years, his conduct drew national attention but for a different reason. He called penalty strokes against himself. The most famous of which was on the 11th hole of the 1925 U.S. Open. He touched the grass behind the ball with his club, causing it to move, nobody saw, but he called a penalty. And he lost. When he was praised later, his response: "There is only one way to play this game.

You might as well praise a man for not robbing a bank.” In 1955, the Bob Jones Award was first given in honor of Jones’ sportsmanship and respect for the game.

3. As a class discuss this passage by considering the following questions:
  - Why do you think quitting at the British Open in 1921 was Jones’ “principle regret”?
  - How do you think these experiences changed Bobby Jones?
  - What do you think the legacy of Jones’ sportsmanship is today?
4. Divide students into four groups and have them research one of the following sports scandals using online primary and secondary sources:
  - The Black Sox Scandal of 1919: The Black Sox Scandal was a Major League Baseball match-fixing incident in which eight members of the Chicago White Sox were accused of intentionally losing the 1919 World Series against the Cincinnati Reds.
  - The Pete Rose Scandal: Pete Rose, the Cincinnati Reds player and manager, agreed to a lifetime ban from Major League Baseball on August 23, 1989, for gambling on the game.
  - Tonya Harding and Nancy Kerrigan: In 1994, at the U.S. Figure Skating Championship, Kerrigan was attacked by a man with a metal pole. A resulting investigation revealed that Harding’s ex-husband was to blame.
  - Southern Methodist University Death Penalty: The football team at SMU was accused of violating NCAA rules for 16 years, resulting in a NCAA death penalty ruling in 1987.
  - In 2013, cyclist Lance Armstrong admitted to doping during his career. He faced years of accusations and was stripped of his seven Tour de France titles.
  - In 2018, the International Olympic Committee (IOC) banned Olympic athletes from Russia from competing under the Russian flag because of state-sponsored doping. The 169 athletes were allowed to compete in Pyeongchang, South Korea, under the banner “Olympic Athletes from Russia.”
5. Have each group prepare a presentation detailing the scandal, the result, and the impact on the sport.
6. Have the same students research one of the following events that showcased extraordinary examples of sportsmanship.
  - 1936 Berlin Olympics: German long jumper Lutz Long helped American Jesse Owens avoid fouling after his first two failed attempts. Owens went on to win the gold, and Long the silver in front of Adolf Hitler. Long was later killed during World War II.
  - 1969 Ryder Cup: Playing in his first Ryder Cup, Jack Nicklaus conceded a putt to his opponent, Britain’s Tony Jacklin, resulting in a tie for the first time in the event’s 42-year history.
  - St. Joseph Benton High School vs. Maryville High School: In 2009, the Maryville High School football team had a 46-0 lead over opponents St. Joseph Benton High School. With only 10 seconds to play, the Benton coach called a time out and put 15-year-old Matt Ziesel into the game, a freshman with Down Syndrome who had never played. The Benton coach asked the Maryville team if he could be allowed to score a touchdown.
  - 2016 Eckerd College vs. Florida Southern College Softball Game: During a softball game between Eckerd College and Florida Southern College in April 2016, Eckerd player Kara Oberer was injured. Players from the opposing team helped her run the bases.

7. Have each group prepare a presentation detailing the incident, the result, and the impact on the sport.
8. Compare and contrast the events that showcase good and bad examples of sportsmanship. What motivates individuals and teams to do the “right” or “wrong” thing? To what extent are sportsmen and women and teams role models in society? What is the wider impact of moments of good or bad sportsmanship on society?



Bobby Jones at age 14 in his first national tournament,  
U.S. Amateur, Merion Cricket Club, Ardmore, Pennsylvania, 1916.  
*Courtesy Atlanta History Center*

# ACTIVITY 4

## OAKLAND'S SPORTING HERITAGE

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**Grade Level:** Middle and High School

**Georgia Performance Standards:** See Appendix

**Goals:** To encourage students to learn about the figures associated with sports buried at Oakland Cemetery. Bobby Jones may be one of the best-known sports figures buried at Oakland Cemetery, but he is not the only one. In this activity, students will research other historic figures to have influenced sports in the city, state, and nation, and consider how sport has shaped Atlanta's sense of itself as a city, and how others view the city.

**Oakland Connection:** Discover the stories of Bobby Jones and other sports figures on the *Oakland's All-Stars: Sports Legends of Atlanta* guided walking tour.

**Materials:** Paper, pencil, computer with Internet access and access to a film-making program such as iMovie.

### Step-by-Step Instructions:

1. Select an individual from the list below and locate their gravesite in the cemetery. What do you learn about the individual by studying his or her grave?
2. Research the individual's story. Links to articles accompany each entry to help you begin.
  - Ivan Allen Jr. – Former mayor of Atlanta who helped bring the Braves, Hawks, and Falcons to the city. See: <http://www.georgiaencyclopedia.org/articles/government-politics/ivan-allen-jr-1911-2003>
  - Maynard Jackson – Former mayor of Atlanta who helped bring the 1996 Olympic Games to Atlanta. See: <http://www.georgiaencyclopedia.org/articles/government-politics/maynard-jackson-1938-2003>
  - John W. Grant - Grant Field at Georgia Tech is named in honor of his son. See: <http://www.news.gatech.edu/features/grant-field-turns-100>
  - Edward Inman – From the notable Inman family, Edward raced cars and held several records. See: <http://www.georgiaencyclopedia.org/articles/history-archaeology/inman-family> and <http://www.atlantahistorycenter.com/explore/destinations/swan-house>
  - Walter “Chief” Aiken – Football coach at Atlanta University before becoming one of the nation's most prolific African American builders. See: <file:///C:/Users/clewis1/Downloads/Attachment-23415.pdf>



- Henry Durand – A member of the Bicycle Club of Atlanta in the nineteenth century. See <https://books.google.com/books?id=7qpif6-Z5o4C&pg=PA174&lpg=PA174&dq=henry+durand+bicycle+atlanta&source=bl&ots=nvPzQ6lPGM&sig=J6vwYZ1RDpELiXRtjnaigO8WjuA&hl=en&sa=X&ved=-0ahUKEwidyrWMzeTXAhUo3IMKHRAVCm0Q6AEILjAB#v=onepage&q=henry%20durand%20bicycle%20atlanta&f=false>
  - John P. Imlay Jr. – Minority owner of the Falcons football team. See: <http://www.legacy.com/obituaries/atlanta/obituary.aspx?pid=174508818>
  - The Gate City Nine baseball team – George Cassin was catcher for the Gate City Nine baseball team. Cassin was also a doctor, member of the volunteer fire department, and member of the Atlanta Board of Education. Billy Sparks played right field; he also served the Union in the Civil War and worked for Tye Meat and Produce House. Tom Johnson played third base; Robert Dohme played shortstop, Willis Biggers played second base; John Collier played first base and center field. See: <http://www.oaklandcemetery.com/tag/gate-city-nine/>.
  - Henry Grady – Editor of the *Atlanta Constitution*, Grady was also a baseball player for the University of Georgia and first president of the Southern Association of Baseball. See: <https://www.georgiaencyclopedia.org/articles/arts-culture/henry-w-grady-1850-1889>
  - Richard Peters – A civil engineer who served as chief engineer of the New Georgia Railroad; he helped name the city “Atlanta.” An avid baseball fan, he built a ball field at Peters Park where the Atlanta Southern Association played games from 1886-1891. See: <http://www.midtownatlanta.org/richard-peters-founder-of-atlanta-and-midtown/>
3. Write a short essay (500 words) or create a short iMovie (5 minutes or less) about their significance. Consider the following questions:
- What did the individual do or why were they important?
  - What was the short and long-term impact of their sporting legacy on Atlanta?
  - In what ways did this person impact the city of Atlanta?
  - To what extent did this person’s actions or achievements change Atlanta’s reputation and the way that Atlanta is viewed as a city?

# ACTIVITY 5

## MAPPING ATLANTA

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**Grade Level:** Middle and High School

**Georgia Performance Standards:** See Appendix

**Goals:** To encourage students to map Bobby Jones' life. Bobby Jones lived almost his entire life in Atlanta. Discover which areas of the city influenced him, and consider how places shape the lives and actions of individuals throughout history.

**Materials:** Paper, pencil, computer with Internet access and access.

### Step-by-Step Instructions:

1. Divide your class into groups. Have each group read the entry on Bobby Jones from the New Georgia Encyclopedia at: <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/bobby-jones-1902-1971>
2. Research the various places that were important to Bobby Jones, and locate their addresses. While each group researches one location, ask them to consider the impact that these places had on Jones' life and career and present their analysis to the whole class.
  - L. P. Grant Mansion
  - East Lake Golf Club
  - Boys' High School
  - Georgia Tech
  - Atlanta Athletic Club
  - Druid Hills Golf Club
  - Capital City Club
  - Emory University
  - Bobby Jones Golf Course
  - Alston & Bird (from the 1930s to 1971)
  - Oakland Cemetery
3. Locate an Atlanta map. Visit the Atlanta History Center at [www.atlantahistorycenter.com](http://www.atlantahistorycenter.com) or the Library of Congress at <https://www.loc.gov/resource/g3924a.pm001220/>; <https://www.loc.gov/item/73693339/>; <https://www.loc.gov/resource/g3924a.pm001230>

4. Mark the various locations on the map that were significant to Jones' life to determine how he engaged with the city of Atlanta. Have each group compare their results, and discuss how even though Jones was an international golfing personality, his life was shaped by the city of Atlanta.
5. Find a map of the United States, and mark locations outside of Atlanta from Bobby Jones' life, include Augusta National Golf Club, winning the Grand Slam (Interlachen, Merion Golf Club, St. Andrews, Royal Liverpool Golf Club), and making films for Warner Brothers (California). Consider and discuss how Jones' impact was international and local.
6. Extending the Learning: Have each group create a PowerPoint presentation with historic images from the various sites, documenting their significance to Jones and the city of Atlanta and to the nation.



Louise Suggs with Bobby Jones, 1948  
*Courtesy Atlanta History Center*

# ACTIVITY 6

## BOBBY JONES CROSSWORD PUZZLE

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**Grade Level:** Elementary and Middle School

**Georgia Performance Standards:** See Appendix

**Goals:** To encourage students to learn about Bobby Jones' life and legacy by building their own crossword puzzle.

**Materials:** Printout of puzzle and pencil.

**Step-by-Step Instructions:**

1. Read the entry on Bobby Jones from the New Georgia Encyclopedia at: <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/bobby-jones-1902-1971>. Review [Bobby Jones timeline in the Appendix](#).
2. Encourage students to create their own crossword puzzle using these research materials. There are a number of free sites such as: <http://puzzlemaker.discoveryeducation.com> or <https://www.education.com/worksheet-generator/reading/crossword-puzzle/>
3. Sample clues might include:
  - How many children did Bobby Jones have?
  - What is the name of the 2004 film on Bobby Jones?
  - Where Bobby Jones is buried?
  - Which university in Atlanta sponsors the Bobby Jones Scholarship?
  - Where did Bobby Jones learn to play golf?
  - What is the title of Bobby Jones' 1927 autobiography?
  - Where did Bobby Jones play his first national tournament?
  - Name of event played at Augusta National Golf Club each spring.
  - Where did Jones complete his undergraduate degree in mechanical engineering?
  - Name of exhibit at the Atlanta History Center on Bobby Jones.
  - Bobby Jones was born in what city?
  - How old was Bobby Jones when he learned to play golf?
  - What Scottish town awarded Jones the Freedom of the City?
  - How many events comprise the Grand Slam?



4. For each clue, ask the students to find a primary source document (photograph, letter, newspaper article, film clip, etc.) to support the clue.
5. Students can swap their crosswords with another student and present the primary sources to each other to discuss Bobby Jones' life and legacy, and the wide range of primary sources about Jones.
6. Ask each student to select their favorite clue and related primary source and present it to the class. As a class, discuss the life and legacy of Bobby Jones and the importance of primary sources to learn about Jones' and other historical figures lives.



Bobby Jones and his family  
*Courtesy Jones Family*

# ACTIVITY 7

## A PHOTOBIOGRAPHY OF BOBBY JONES

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**Grade Level:** Elementary School

**Georgia Performance Standards:** See Appendix

**Goals:** To encourage students to understand the importance of primary sources for learning about historical figures and create a visual biography of Bobby Jones.

**Materials:** Poster paper, pencil, markers, washable paint.

### Step-by-Step Instructions:

1. Read the entry on Bobby Jones from the New Georgia Encyclopedia at: <http://www.georgiaencyclopedia.org/articles/sports-outdoor-recreation/bobby-jones-1902-1971> and review [Bobby Jones timeline in the Appendix](#).
2. Divide the class into small groups. Have each group print a photograph of Bobby Jones and paste it in the center of the poster paper.
3. Using a ruler, trace lines out from the image (like the sun's rays) to the end of the paper.
4. Write a fact about Bobby Jones in each section, and ask the students to choose facts from different points in his life: childhood, teenage years, golf career, post-golf career, retirement, and legacy.

For a sample, visit: <https://www.bloglovin.com/blogs/lets-explore-1939820/creative-book-reports-biography-posters-3745402369>

5. Ask each group to present their research and photobiography to the class and after each group has presented tape them to the classroom walls. Discuss the similarities and differences between the different groups' responses, and consider the common moments of Jones' life that the students' identified and why the students think them important.

# ACTIVITY 8

## GEORGIA'S HORTICULTURAL HISTORY

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**Grade Level:** Middle and High School

**Georgia Performance Standards:** See Appendix

**Goals:** To encourage students to examine the horticultural history of Georgia through the study of Oakland Cemetery and Fruitland Nursery, the site upon which Augusta National Golf Club was built.

**Oakland Connection:** Oakland Cemetery features beautiful gardens and landscaped lots throughout the 48-acre site. Historically, each lot was gardened by family members. In true Victorian style, their efforts focused on creating a small bit of heaven on earth to honor their departed loved ones and to be enjoyed by those left behind. Learn about Oakland's horticultural history during a guided walking tour of the cemetery's gardens.

**Materials:** Computer, pen, paper.

### Step-by-Step Instructions:

1. Review this short article by historian Dr. Catherine Lewis.

When Bobby Jones first viewed the site that would become Augusta National Golf Club, he declared, "Perfect! And to think this ground has been lying here all these years waiting for someone to come along and lay a golf course on it." However, the site has a history and influence that extends beyond the sport of golf.

In 1854, Dennis Redmond established an indigo plantation on 365 acres in Augusta, Georgia. He sold the property to famous horticulturist Baron Louis Berckmans, who established Fruitland Nursery in 1858. The nursery sold plants, imported new specimens and popularized varieties, including peaches and azaleas. Fruitland Nursery was one of the South's most successful and influential horticultural sites.

In 1931, a committee of five men, including Bobby Jones, acquired the property to build a golf club. To honor the site's horticultural history, the 18 holes of Augusta National Golf Club were named after flowering trees and shrubs sold by Fruitland Nursery. The formal opening took place in 1933, and the Augusta National Invitational Tournament began in 1934. Renamed the Masters Tournament in 1939, this international event continues to celebrate Bobby Jones' legacy and the sport of golf.

2. Conduct additional research on Fruitland Nursery, the grounds at Augusta National Golf Club, and Oakland Cemetery. Consider using these resources:
  - [www.fruitlandaugusta.com/history.shtml](http://www.fruitlandaugusta.com/history.shtml)
  - [www.georgiaencyclopedia.org/articles/business-economy/berckmans-nursery](http://www.georgiaencyclopedia.org/articles/business-economy/berckmans-nursery)
  - [www.augusta.com/stories/2006/04/03/mas\\_75606.shtml](http://www.augusta.com/stories/2006/04/03/mas_75606.shtml)
  - [www.nps.gov/nr/travel/Augusta/fruitlands.html](http://www.nps.gov/nr/travel/Augusta/fruitlands.html)
  - [www.oaklandcemetery.com/about-oakland/gardens/garden-history-restoration/](http://www.oaklandcemetery.com/about-oakland/gardens/garden-history-restoration/)
  - [www.oaklandcemetery.com/tag/victorian-gardens/](http://www.oaklandcemetery.com/tag/victorian-gardens/)
3. Conduct additional research on the 18 holes named for flowering plants at Augusta National Golf Club and research on native plants in Georgia:

No. 1	Tea Olive	No. 10	Camellia
No. 2	Pink Dogwood	No. 11	White Dogwood
No. 3	Flowering Peach	No. 12	Golden Bell
No. 4	Flowering Crab Apple	No. 13	Azalea
No. 5	Magnolia	No. 14	Chinese Fir
No. 6	Juniper	No. 15	Firethorn
No. 7	Pampas	No. 16	Redbud
No. 8	Yellow Jasmine	No. 17	Nandina
No. 9	Carolina Cherry	No. 18	Holly

- No. 1, now called Tea Olive, was originally named Cherokee Rose.
- No. 2, now Pink Dogwood, was originally called Woodbine.
- No. 4, now named Flowering Crab Apple, was originally called The Palm, after palm trees (a few of which remain).
- No. 7, now named Pampas, was originally Cedar.
- No. 12, today named Golden Bell, was originally named Three Pines.
- The 14th hole, now called Chinese Fir, was originally named Spanish Dagger.
- Websites related to native plants in Georgia:
  - <http://extension.uga.edu/publications/detail.html?number=B987>
  - <http://www.walterreeves.com/landscaping/native-plants-for-georgia/>
  - <http://extension.uga.edu/publications/detail.html?number=B1339>
  - <https://www.nrcs.usda.gov/wps/portal/nrcs/detail/ga/plantsanimals/?cid=nrcseprd656406>
  - <http://usinggeorgianativeplants.blogspot.com/>



4. Write an essay or create a PowerPoint Presentation that discusses the history of the plants, as well as those planted at Oakland Cemetery, and what they reveal about the horticultural history of Georgia. Students should consider the following questions in order to write their response:
- What is the state plant of Georgia? Why are plants important to the identity of a state, region, or country?
  - What do you learn about the horticultural history of Georgia from reading about the history of Augusta National and Fruitland Nursery?
  - Consider the Georgia history that you have learned. What connections between environment of Georgia and the history of the state can you draw? How has environment shaped the people, places, and events of Georgia?



Bobby Jones, 1927 Southern Open  
*Courtesy Emory University*

# APPENDIX

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## **Bobby Jones Timeline**

**1457:** Earliest reference to golf: King James II of Scotland bans golf and football because they interfere with military training.

**1744:** First golf club founded, the Gentleman Golfers of Edinburgh, now named the Honourable Company of Edinburgh Golfers.

**1754:** Society of St. Andrews Golfers founded, now named the Royal and Ancient Golf Club of St Andrews. The club plays on what is now called the Old Course, considered to be the home of golf.

**1744:** Savannah shipping records document the arrival of golf equipment from Scotland. **1794:** Savannah Golf Club, the first in America, established.

**1894:** United States Golf Association (USGA) founded.

**1898:** Atlanta Athletic Club, Bobby Jones' home club, chartered.

**1902:** Robert Tyre "Bobby" Jones Jr. born March 17 to attorney Robert Purmedus Jones, called "Colonel," and Clara Merrick Thomas Jones. Jones' grandparents are Robert Tyre "R.T." Jones, a businessman from Canton, Georgia, and Susie Walker Jones.

**1908:** Jones family moves to Atlanta's East Lake suburb. Bobby Jones follows club professional Stewart Maiden, a native of Scotland, around Atlanta Athletic Club's East Lake Golf Course, mimicking his swing.

**1916:** Wins Georgia State Amateur Championship at age 14 and competes in the U.S. Amateur as the youngest competitor that year.

**1916–1922:** Competes in dozens of tournaments, but fails to win a major championship during what *Atlanta Journal* sportswriter O.B. Keeler labels the "Seven Lean Years."

**1917:** Graduates from Tech High School. Plays exhibition events raising more than \$150,000 for the American Red Cross during World War I.

**1921:** During the third round of the British Open, Jones loses his temper and intentionally disqualifies himself from the championship.

**1922:** Receives a B.S. in mechanical engineering at Georgia Tech.

**1923:** Wins first major championship, the U.S. Open, at Inwood Country Club in New York, beginning what *Atlanta Journal* sportswriter O.B. Keeler labels the "Seven Fat Years." Marries Mary Rice Malone on June 17. Over the next seven years, they have three children: Clara Malone, Robert Tyre III, and Mary Ellen.

**1924:** Completes a degree from Harvard University in English literature.

**1926:** Becomes the first golfer to win the “Double,” comprised of the U.S. Open and the British Open. It is another six years before another player – New York golfer Gene Sarazen – matches his feat.

**1927:** Publishes his autobiography, *Down the Fairway*, in collaboration with O.B. Keeler. Passes the bar exam while attending Emory Law School.

**1930:** Becomes the first and only golfer to win what O.B. Keeler dubs the “Grand Slam” – British Amateur, British Open, U.S. Open, and U.S. Amateur. Two months later, Jones retires from competitive golf.

**1932:** Augusta National Golf Club opens, designed by Bobby Jones and British golf course architect Dr. Alister MacKenzie. Two years later, the first Augusta Invitational Tournament is played, now known as the Masters.

**1948:** August 15, Bobby Jones plays his last round of golf at East Lake Golf Course with Bob Ingram, Tommy Barnes, and Henry Lindner.

**1955:** Bobby Jones is diagnosed with syringomyelia, a degenerative spinal disease. The United States Golf Association (USGA) establishes the annual Bob Jones Award to honor his sportsmanship.

**1958:** The people of St. Andrews, Scotland, award the Freedom of the City and the Royal Burgh of St. Andrews to Bobby Jones

**1971:** December 17, Bobby Jones dies and is buried in Atlanta’s Oakland Cemetery.

**1976:** Emory University establishes a scholarship exchange program between Emory and the University of St. Andrews in Scotland.

**1999:** Sports broadcast network ESPN names Jones No. 44 of the top 100 athletes of the 20th century.

**2002:** Georgia Tech establishes the Bobby Jones Fellowship as an exchange of graduate students between Georgia Tech and the University of St. Andrews in Scotland.

**2004:** *Stroke of Genius*, a feature film about Bobby Jones, is released in theaters.

**2012:** The Friends of Bobby Jones is established by Atlanta businessman John P. Imlay Jr. to promote and preserve the Jones legacy.

**2017:** *Fair Play: The Bobby Jones Story*, the largest permanent exhibition on Jones, opens at the Atlanta History Center.

## **Georgia Performance Standards**

The activities included in this teacher's guide broadly supports the following standards.

### **Elementary School**

#### **5<sup>th</sup> Grade Social Studies**

SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

SS5H6 Describe the importance of key people, events, and developments between 1950- 1975.

- a. Analyze the effects of Jim Crow laws and practices.
- b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.
- c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- d. Discuss the significance of the technologies of television and space exploration.

#### **5<sup>th</sup> Grade ELA Standards**

ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.



ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE5W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

ELAGSE5W6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboard.

ELAGSE5W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELAGSE5W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading Standards to informational texts (e.g. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

## **Middle School**

### **8<sup>th</sup> Grade Social Studies**

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.
- c. Discuss the impact of the political career of Eugene Talmadge.
- d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

- a. Analyze the impact of the transformation of agriculture on Georgia's growth.
- b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
- c. Discuss the impact of Ellis Arnall.

SS8G1 Describe Georgia's geography and climate.

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and Barrier islands.
- d. Analyze the importance of water in Georgia's historical development and economic growth.

## **6<sup>th</sup>-8<sup>th</sup> Grade ELA**

ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE6RL2 Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELAGSE6W1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement.

ELAGSE6W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELAGSE6W8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism.

## **High School**

### **Social Studies**

SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.

- a. Explain Upton Sinclair's *The Jungle* and federal oversight of the meatpacking industry.
- b. Identify Jane Addams and Hull House and describe the role of women in reform movements.
- c. Describe the rise of Jim Crow, *Plessy v. Ferguson*, and the emergence of the NAACP.
- d. Explain Ida Tarbell's role as a muckraker.
- e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
- f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

SSUSH16 The student will identify key developments in the aftermath of WW I.

- a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Identify Henry Ford, mass production, and the automobile.
- c. Describe the impact of radio and the movies.
- d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.

## **ELA**

ELAGSE9-10W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELAGSE9-10W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.

ELAGSE9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELAGSE9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELAGSE9-10SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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## Exhibitions

*Fair Play: The Bobby Jones Story* at the Atlanta History Center

## Books

Davis, Martin. *The Greatest of Them All* (Broadway Books, 1997).

Frost, Mark. *The Grand Slam: Bobby Jones, America, and the Story of Golf* (Hachette Books, 2005).

Jones, Robert Tyre “Bobby” Jones and O.B. Keeler. *Down the Fairway* (British American Publishing, 1995).

Lewis, Catherine. *Considerable Passions: Golf, the Masters, and the Legacy of Bobby Jones* (Triumph Books, 1999).

\_\_\_\_\_. *Bobby Jones and the Quest for the Grand Slam* (Triumph, 2005).

Miller, Dick. *Triumphant Journey: The Saga of Bobby Jones and the Grant Slam of Golf* (Holt, Rinehart, and Winston, 1980).

Rapaport, Ron. *The Immortal Bobby Jones: Bobby Jones and the Golden Age of Golf* (Wiley, 2005).

## Online Resources

Augusta National Golf Club: [www.masters.com](http://www.masters.com)

British Golf Museum: [www.britishgolfmuseum.co.uk](http://www.britishgolfmuseum.co.uk)

East Lake Golf Club: [www.eastlakegolfclub.com/about-us/history/](http://www.eastlakegolfclub.com/about-us/history/)

Historic Oakland Cemetery: [www.oaklandcemetery.com/](http://www.oaklandcemetery.com/)

Friends of Bobby Jones: [www.thefriendsofbobbyjones.org/](http://www.thefriendsofbobbyjones.org/)

United States Golf Association: [www.usga.org](http://www.usga.org)