



## INTERNATIONAL TENNIS HALL OF FAME

### Tennis at the Newport Casino Lesson 1: The International Tennis Hall of Fame

**Unit Overview:** As students work through the activities in this lesson, they will be engaged in historical thinking and processes. Using the sources provided by the International Tennis Hall of Fame, students will gather and evaluate information that can help them answer questions about the Newport Casino's history. They will also demonstrate an understanding of different ways in which to analyze a source. The activities and worksheets in this unit are geared towards students in seventh grade. This unit connects to Rhode Island Grade Span Expectations for Social Studies as well as Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

#### **Objectives:**

Students will be able to –

- Explain the difference between a primary and secondary source, identify a source as being one or the other, and create a fictional source in the style of one or the other
- Recognize if a source is biased or objective and create a fictional source in the style of one or the other
- Generate questions about history from viewing or reading a source
- Identify and organize relevant information in a source to answer a historical question
- Understand that different sources can communicate the same information in different ways

**Lesson Time Suggested:** Two to Three Class periods of one hour or less

#### **Possible Sources:**

##### Texts:

*New York Daily Tribune*, Thursday, August 4, 1881: "Newport Notes"

*The New England Coast: Its Famous Resorts*, 1891: p. 35

"Lawn Tennis Match" and "Lawn Tennis," 1881

First USLTA Men's Singles Championships Bracket

"The Lawn Tennis Tournament," 1882

National Register of Historic Places Inventory – Nomination Form, p. 225 and 230

*Newport Discovery Guide: International Tennis Hall of Fame*

UBI, "Newport R.I. Casino Houses Tennis Shrine"

New York Social Diary, "Newport Summers"

##### Photos:

Casino Grounds with Tennis Court, 1902

Tennis Finals, Newport, 1913

Seated Group with white Dogs, 77-26-3

Seated Group with bulldog, 77-26-2

Seated Group by windows, 77-26-1

Tennis Finals, Newport, '13 (with hats)

Tennis Finals, Newport (with building)

**Materials Needed:**

Newport Casino Primary Sources

“Tennis in Newport” <https://www.tennisfame.com/museum-and-grounds/tennis-in-newport>

Chalk or White Board for Class Lists

Assignment Instruction Sheet

Blank paper, lined and unlined

**Vocabulary:**

Primary Source: a form of information created by someone with first-hand knowledge or in direct connection with a topic being studied during the specific time period or event being studied.

Secondary Source: a source of information that was created later in time by someone who did not experience first-hand or participate in the events or conditions being researched. These sources often involve summarization and interpretation.

Bias: an inclination or prejudice for or against someone or something.

Objectivity: a consideration or representation of facts that is not influenced by personal feelings or opinions

## Grade Span Expectations for Social Studies:

### HP 1 (7-8) –1

Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity
- b. drawing inferences from Rhode Island History about the larger context of history (e.g., Opening of Japan, Separation of Church and State, Industrialism) Gilded Age
- c. asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness

## Common Core Standards:

*English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects:*  
Speaking and Listening Standards

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Reading Standards for Literacy in History/ Social Studies

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Cite specific textual evidence to support analysis of primary and secondary sources.
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

## Lesson & Activity

### Class 1

1. Teacher will ask students, "How do we draw conclusions about history? And/or How can we prove a historical fact?" to begin a dialogue about sources of information including different types of sources (written works, photographs, videos, maps, objects, etc.), primary vs secondary sources, and how historians use them to confidently answer questions about history.
2. Teacher will review the definitions of Primary Sources and Secondary Sources and ask for examples of each. Teacher will also note the importance of determining the relevance of a source to a specific question. Teacher can pose a historical question (ex: What was daily life like for soldiers fighting in the Civil War?) and ask students to determine if a source would be relevant or not based on its summary (ex: A letter from a soldier to his mother in 1862; A diary of a girl living on a farm in New Jersey from 1864; A book written in 1922 comparing warfare in the Civil War to that of WWI; A blog from 2016 about how the tensions that existed during the Civil War can still be felt today)
3. Teacher will introduce or review the definitions of bias and objectivity. Teacher can show students a series of statements about history and have them answer the questions: Is this statement objective or biased? Why? (ex: A textbook states: "The Civil War began in 1861 and ended in 1865"; A confederate soldier's letter home states "The yanks were running scared on the battlefield this morning.")
4. Teacher will pose the following historical question for students to answer: "Why is the International Tennis Hall of Fame at the Newport Casino in Rhode Island?" It is important to note to students that even if they think they know the answer to the question, it is still important to find sources to support that conclusion. In some cases, what we think we know about history can be completely changed with the discovery of a new source.
5. Teacher will show image or website displaying "Tennis is Newport" page of the museum's website. The Teacher will then ask students to identify if this is a primary or secondary source, to determine if is largely objective or biased in some way, to identify what information in this source could help them answer the question, and what new questions have been generated based on this source.
6. With these questions in mind, the teacher will challenge students to dig deeper into the History of the Newport Casino. The teacher will explain that each student will receive two to three sources to analyze (at least one should be a photograph) in support of what they have learned about tennis at the Newport Casino. For each source, student will complete the Source Analysis Worksheet. If students are unable to finish the worksheets in class they may be completed at home.

### Class 2

7. Students will get into groups with those who had the same sources. Students will compare observations, extensions, and new questions. Each group will share the following information with the rest of the class: Summary of the Source, Important details observed, key extensions/inferences, and new questions generated. Teacher should record all new questions on the board.
8. Teacher will prompt discussion about how different sources can communicate the same information in different ways and how the discovery of new sources can change our conclusions and generate new questions about history.
9. Teacher will challenge students to make up an imagined source that communicates the information they observed and inferred but in a different way. For instance, a student can write an imagined letter from one of the spectators of the first US Open to a friend, draw a picture dated 1913 showing a tennis player holding a US Open trophy, create an imagined schedule of events for the Newport Casino, write a newspaper article covering the tournament etc. Students who do not finish this in class can do so for homework. Alternatively (or in addition), teacher can challenge students to create

an ideal imaged source that would provide the answers to one of the questions generated by the class.









## **Tennis at the Newport Casino in the Gilded Age**

### Assignment:

One way historians prove a historical fact is to find many different kinds of sources that confirm the fact over and over – even if they do so in different ways.

Create an imagined source, primary or secondary, biased or objective, that communicates the same information that you observed and inferred from your sources about Tennis at the Newport Casino, but in a different way.

Then/Or

Pick one of the questions generated from the class analysis of the sources from the Tennis Hall of Fame. Create an imagined source, primary or secondary, biased or objective, that communicates an answer to this question.