



INTERNATIONAL
TENNIS HALL OF FAME

Tennis & War: The Spanish American War

Overview: As students learn about conflicts throughout history, they will also learn about the tennis players/Hall of Famers who participated in these conflicts, whether on the battlefield or on the home front. The activities that accompany this unit are geared toward students in 6th-8th grade, and can be paired with other units on the specific wars or time periods that are being covered. These activities encompass review of Common Core Standards mastered at previous grade levels as well as Common Core Standards Literacy in History/Social Studies and English Language Arts Writing to be mastered at the students' current grade level.

Objectives:

Students will be able to-

- Form an understanding of the way these wars impacted everyday life
- Activate background knowledge regarding the Spanish-American War
- Gain an understanding of the conflict
- Complete a short research project that answers the questions of who these tennis players were and their importance not only in the world of tennis, but to history as a whole.

Lesson Time Suggested: Two or three class periods



William Larned

The old adage that good things come to those who wait held true for William “Bill” Augustus Larned, who didn’t win his first major championship until the advanced age of 28, the 1901 U.S. National Men’s Singles Championship. He needed four sets to conquer Beals Wright, 6-2, 6-8, 6-4, 6-4, but it was none-the-less a satisfying victory.

Larned became a star of the America’s premier tennis event, winning seven national singles titles, a record shared with only two other men - Dick Sears and Bill Tilden. He won his last national title in 1911 at age 38, making him the oldest champion in history,

a record that holds firm today. In fact, five of Larned's triumphs came in his mid-to-late 30s, evidence that he got better with age; Larned was the oldest champion in history every time he won a title. He appeared in nine U.S. Singles finals, second best all-time to only Bill Tilden. Four of those forays were in succession (1900-03).

Big and strong and distinguished-looking in his tennis whites, Larned had powerful groundstrokes and did have the makings of a fine player from the outset, winning the 1892 Intercollegiate Singles Championship as a Cornell University student.

Larned occupied the No. 1 ranking eight times (1901-03, 1907-11), tying him with Jimmy Connors and only supplanted by Tilden's 10. Larned's dedication to tennis was evidenced by his ten years with the Davis Cup Team, seven times as a player and four times as a captain. His singles prowess helped the U.S. win the title in 1902 and reach the finals in 1903, 1905, 1908, 1909 and 1911.

As part of Theodore Roosevelt's Rough Riders while fighting in Cuba in 1898, Larned developed rheumatism, an illness that affects the joints and connective tissue, an illness that ultimately led to his retirement from tennis in 1911. Post-tennis, Larned worked at the New York Stock Exchange.

Bill Larned Objects on Display in the Museum:



The Seabright Lawn Tennis & Cricket Club Challenge Cup, 1903-1916

Whiting Manufacturing Company (American)

First won by Beals C. Wright in 1903, this trophy was retired in 1916 by Richard Norris Williams II. Other Hall of Famers who won this tournament include Bill Larned, Fred Alexander, Bill Clothier, and Theodore Pell.

Gift of Frances Sue G. Williams, 1987

87.8.2

Location: Area 1: Grand Stairway, Case 1



Davis Cup Program, 1911

In the 1911 Final Round held at the West Side Tennis Club in Forest Hills, Team Captain Bill Larned led the Americans to victory over the British Isles team 4 rubbers to 1.

ITHF&M Acquisition, 2000

2000.14.9

Location: Area 1: Early International Tennis, Davis Cup Case



Photo and caption

William Larned appeared in eight finals from 1901-1911, winning seven times (1901-1902, 1907-1911), and tying Dick Sears for most U.S. National Men's Singles Championships.

Photo Credit: ITHF&M Collection

Location: Area 1: Early Tennis in America, Main Panel- Men's



"Junior Pilot" Tennis Racquet, ca. 1928

Dayton Racquet Co., Inc. (American)

In 1922, a completely new racquet came onto the market. Invented by former champion Bill Larned, the Dayton Steel tennis racquet had a painted steel frame and was strung with steel strings. Advertisements claimed the racquet would not warp or break and would eliminate the need of a racquet press. Its streamlined design had less air resistance and made it easier for a player to control. One of the most noticeable traits of this racquet was the high-pitched "pinging" sound made when the ball was struck. The Dayton Steel racquet remained popular with players throughout the 1920s.

The Albert & Madeleine Ritzenberg Collection, 2004

2004.24.2310

Location: Area 2: Tennis & Culture, Technology Case



Robert Wrenn

In the formative years of tennis, there were few players who were as crafty and cunning as Robert "Bob" Duffield Wrenn, the first left-hander to win the U.S. National Men's Singles Championship and a championship finalist five straight years. A player possessing raw tennis ability, Wrenn won the 1891 and 1892 Intercollegiate Doubles titles as a collegian at Harvard, where he also excelled in baseball and football.

Wrenn employed swift movements, extensive court coverage and the skill to lob effectively as a strategic guise to win four U.S. Championships in five years, coming in 1893, 1894, 1896, and 1897.

Teaming with another Hall of Famer, Malcolm Chace, Wrenn won the 1895 U.S. National Men's Doubles Championship title, and was a finalist in 1896. Wrenn played Davis Cup with his brother George and the two were the first to siblings play in the competition for the United States.

Wrenn served as Vice President of the United States National Lawn Tennis Association (now the USTA) from 1902-1911 and then as President from 1912-1915, and was a member of the first Induction Class at the International Tennis Hall of Fame in 1955.

Impressively, Wrenn was a member of Teddy Roosevelt's Rough Riders during the Spanish-American War, and reportedly contracted yellow fever that impacted his game. War service interrupted his chance for a fifth title in 1898 and he later served as a pilot in World War I.

Bob Wrenn Objects on Display in the Museum:



U.S. Nationals Men's Pairs [Doubles] Championship Challenge Trophy, 1890-1901

Tiffany & Co. (American)

This artistic trophy was first awarded to Valentine Hall and Clarence Hobart in 1890, and was retired by Dwight Davis and Holcombe Ward after their third win in 1901.

Between 1890 and 1901, various doubles teams won the title. Amongst these champions were Oliver Campbell, Fred Hovey, Malcolm Chace, and Robert Wrenn.

Gift of John G. Davis, 1976

76.12.3

Location: Area 1: Early Tennis in America Case



Seabright Lawn Tennis & Cricket Club Men's Doubles Trophy, 1904

unknown maker (American)

Robert Wrenn and his brother George defeated William Larned and Beals Wright 6-2, 3-6, 8-6.

The Albert & Madeleine Ritzenberg Collection, 2004

2004.24.1726

Location: Area 1: Early Tennis in America Case



U.S. National Men's Doubles Championship Trophy, 1895

Tiffany & Co. (American)

Malcolm Chace and Robert Wrenn defeated Clarence Hobart and Fred Hovey 7-5, 6-1, 8-6.

ITHF&M Acquisition, 2011

2011.28.1

Location: Area 1: Early Tennis in America Case

Larned and Wrenn mentioned together in the Museum:

[Subtext Panel]

Spanish-American War

Robert Wrenn and William Larned were two of the most accomplished players in the early years of tournament tennis. Their friendship extended to the Spanish-American War, both serving in the 1st Volunteer Cavalry, also known as the Rough Riders, led by future U.S. President Theodore Roosevelt. After the war, Larned won eight U.S. National Singles Championship titles, but Wrenn never regained his pre-war championship form.

Location: Area 1: Tennis & War Panel

Possible Sources:

- Copy of the ITHF exhibit *Tennis and War*, which was developed for the US Open in 2011

Materials Needed:

- Knowledge Rating Chart
- Spanish-American War summary
- Yellow Journalism summary
- Bios of William Larned and Robert Wrenn
- *Teddy Roosevelt: American Rough Rider*
- *The Great Adventure: Theodore Roosevelt and the Rise of Modern America*
- *Up Close: Theodore Roosevelt*
- Letter from *American Lawn Tennis*
- Sequencing timeline
- Tell Me the Details chart

Literacy In History/Social Studies, Science, and Technical Subjects and English Language Arts Writing

Common Core State Standards Addressed:

Craft and Structure:

Literacy in History/Social Studies, Science, and Technical Subjects:

- **Key ideas and details**
 - CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
 - CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **Craft and Structure**
 - CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
 - CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **Integration of Knowledge and Ideas:**
 - CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
 - CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- **Research to Build and Present Knowledge**
 - CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - CCSS.ELA-LITERACY.W.6.8 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 and providing basic bibliographic information for sources

- CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson & Activity

Teaching/Model

1. Teacher will present students with a Knowledge Rating Chart to assess their knowledge of three people, one event, and one theme (William Larned, Robert Wrenn, Theodore Roosevelt, the Spanish-American War, and yellow journalism).
2. Students will be directed towards a lending library created by the Tennis Hall of Fame or by the classroom teacher/media specialist with books and articles about the items presented on Knowledge Rating Chart.
3. Students will be given the summary of the Spanish-American War and working in small groups will create a timeline of important historic dates related to the conflict by using the Sequencing Timeline provided by the teacher. Timelines should be displayed so that students have a chance to look at other students' timelines and solidify their background knowledge regarding the war.
4. Students will be presented with a short research project to complete. They will choose one of the tennis players previously presented to them on the Knowledge Rating Chart. Using the lending library and other resources students will begin to answer the questions "Who is (chosen tennis player)?" and "What is his/her historical significance to the game of tennis?" To assist in the organization of research students will fill out the Tell Me the Details graphic organizer as presented by the teacher.
5. Students will present their information creatively using the front page of a newspaper template, to represent the yellow journalism of the time.

Knowledge Rating Chart

How much do you know about these people or events?

Person/ Event/ Theme	I know about the person/event/theme and can tell you something about them/it.	I have heard of the person/event/theme but I can't tell you anything about them/it.	I have never heard of the person/event/theme.
Spanish- American War			
William Larned			
Robert Wrenn			
Theodore Roosevelt			
Yellow Journalism			

The Spanish-American War

The Spanish-American War (1898) was a conflict between the United States and Spain that ended Spanish colonial rule in the Americas and resulted in U.S. acquisition of territories in the western Pacific and Latin America.

The war started with the Cuban struggle for independence from Spain, which began in February 1895. Spain's brutally repressive measures to halt the rebellion were graphically portrayed for the U.S. public by several exaggerated newspapers (yellow journalism), and American sympathy for the rebels rose. The growing popular demand for U.S. intervention became an insistent chorus after the unexplained sinking in Havana harbor of the battleship USS Maine (Feb. 15, 1898), which had been sent to protect U.S. citizens and property after anti-Spanish rioting in Havana. Spain announced an armistice on April 9 and speeded up its new program to grant Cuba limited powers of self-government, but the U.S. Congress soon afterward issued resolutions that declared Cuba's right to independence, demanded the withdrawal of Spain's armed forces from the island, and authorized the President's use of force to secure that withdrawal while renouncing any U.S. design for annexing Cuba.

Spain declared war on the United States on April 24, followed by a U.S. declaration of war on the 25th, which was made retroactive to April 21. The ensuing war was pathetically one-sided, since Spain had readied neither its army nor its navy for a distant war with the formidable power of the United States. Commander George Dewey led a U.S. naval squadron into Manila Bay in the Philippines on May 1, 1898, and destroyed the anchored Spanish fleet in a leisurely morning engagement that resulted in only seven American seamen wounded. Manila itself was occupied by U.S. troops by August.

The elusive Spanish Caribbean fleet under Admiral Pascual Cervera was located in Santiago harbor in Cuba by U.S. reconnaissance. An army of regular troops and volunteers under General William Shafter (and including Theodore Roosevelt and his 1st Volunteer Cavalry, the "Rough

Riders”) landed on the coast east of Santiago and slowly advanced on the city in an effort to force Cervera’s fleet out of the harbor. Cervera led his squadron out of Santiago on July 3 and tried to escape westward along the coast. In the ensuing battle all of his ships came under heavy fire from U.S. guns and were beached in a burning or sinking condition. Santiago surrendered to Shafter on July 17, thus effectively ending the war.

By the Treaty of Paris (signed Dec. 10, 1898), Spain abandoned all claim to Cuba, ceded Guam and Puerto Rico to the United States, and transferred sovereignty over the Philippines to the United States for \$20,000,000. The Spanish-American War was an important turning point in the history of both antagonists. Spain’s defeat decisively turned the nation’s attention away from its overseas colonial adventures and inward upon its domestic needs, a process that led to both a cultural and a literary renaissance and two decades of much-needed economic development in Spain. The victorious United States, on the other hand, emerged from the war a world power with far-flung overseas possessions and a new stake in international politics that would soon lead it to play a determining role in the affairs of Europe.

Yellow Journalism

The Spanish-American War is often referred to as the first "media war." During the 1890s, journalism that sensationalized—and sometimes even manufactured—dramatic events was a powerful force that helped propel the United States into war with Spain. Led by newspaper owners William Randolph Hearst and Joseph Pulitzer, journalism of the 1890s used melodrama, romance, and hyperbole to sell millions of newspapers—a style that became known as **yellow journalism**.

The term yellow journalism came from a popular *New York World* comic called "Hogan's Alley," which featured a yellow-dressed character named the "the yellow kid." Determined to compete with Pulitzer's *World* in every way, rival *New York Journal* owner William Randolph Hearst copied Pulitzer's sensationalist style and even hired "Hogan's Alley" artist R.F. Outcault away from the *World*. In response, Pulitzer commissioned another cartoonist to create a second yellow kid. Soon, the sensationalist press of the 1890s became a competition between the "yellow kids," and the journalistic style was coined "yellow journalism."

Yellow journals like the *New York Journal* and the *New York World* relied on sensationalist headlines to sell newspapers. William Randolph Hearst understood that a war with Cuba would not only sell his papers, but also move him into a position of national prominence. From Cuba, Hearst's star reporters wrote stories designed to tug at the heartstrings of Americans. Horrific tales described the situation in Cuba—female prisoners, executions, valiant rebels fighting, and starving women and children figured in many of the stories that filled the newspapers. But it was the sinking of the battleship *Maine* in Havana Harbor that gave Hearst his big story—war. After the sinking of the *Maine*, the Hearst newspapers, with no evidence, unequivocally blamed the Spanish, and soon U.S. public opinion demanded intervention.

Today, historians point to the Spanish-American War as the first press-driven war. Although it may be an exaggeration to claim that Hearst and the other yellow journalists started the war, it is fair to say that the press fueled the public's passion for war. Without sensational headlines and stories about Cuban affairs, the mood for Cuban intervention may have been very different. At the dawn of the twentieth century, the United States emerged as a world power, and the U.S. press proved its influence.

William Larned

The old adage that good things come to those who wait held true for William “Bill” Augustus Larned, who didn’t win his first major championship until the advanced age of 28, the 1901 U.S. National Men’s Singles Championship. He needed four sets to conquer Beals Wright, 6-2, 6-8, 6-4, 6-4, but it was none-the-less a satisfying victory.

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Excerpt of letter from Robert Wrenn to American Lawn Tennis, 1898

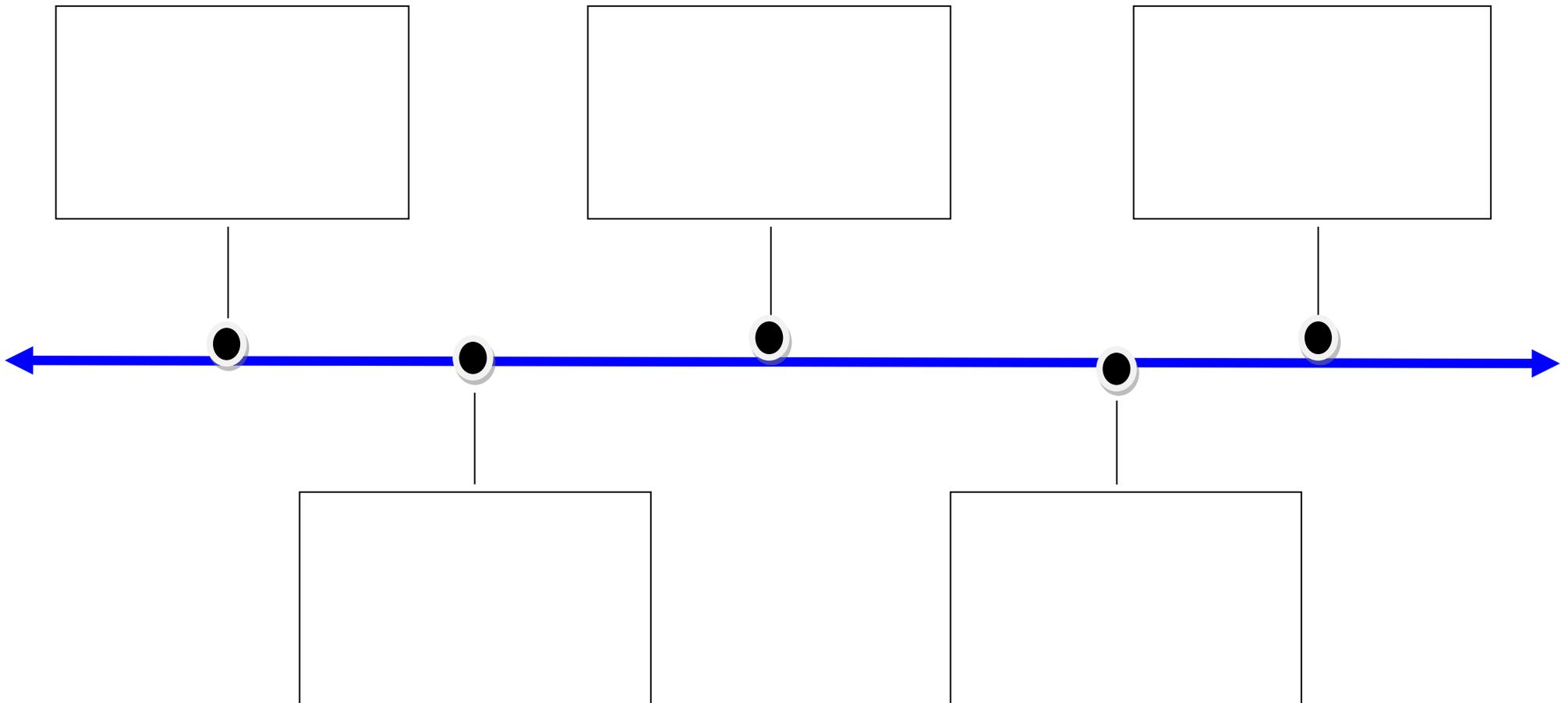
“Our first engagement has passed. It came at the close of a 5-mile march yesterday morning, and though our regimental loss was slight, it took some valuable men. The order came for us to displace a force of 2,500 Spaniards after we finished a forced march of twelve miles from our original land place two nights ago. Six hours’ sleep was given us, and then we were off again with a Cuban scouting force in front...The scouts did poor work, and we were practically run into an ambush...Billy Larned and I are both in great condition...Money is of absolutely no use so far. If a man wishes to express something particularly good he says it is worth more than scrambled eggs, or sirloin steak, as his taste dictates, etc. etc.”

Name: _____

Sequencing Timeline

Write the person's name on the line. Next write important events in the order in which they happened.

Important Events in the Spanish-American War



Tell Me the Details

Use the graphic organizer below to record major details about

_____.

Detail 1 _____

Detail 2 _____

Detail 3 _____

Detail 4 _____

Detail 5 _____

Use the back of this paper to record more details if needed.

