



Tennis in the Face of War: Civic Engagement through Personal Strengths

Unit Overview: As students work through the activities in this lesson, they will explore what it means to be a “good” and active citizen in times of both peace and war. They will hear two different stories of tennis players who used their skills in the sport as a form of civic engagement. Students will then determine what interests, skills, or hobbies they have that could be put to use in a civic matter relating to their own city, town, or country. They will research a specific issue and interview or research someone who models active citizenship in regards to that issue. After peer discussion and collaboration, students will work in groups to execute a plan and reflect on its outcomes. The activities in this unit are geared towards students in eighth 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 –

- Identify the qualities and responsibilities of a good citizen both in times of peace and times of war
- Consider and assess the civic actions of tennis players in history
- Research an issue affecting their city, town, or country, considering alternate viewpoints before determining their personal position
- Interview or research someone who has modeled active citizenship in relation to the issue researched
- Detail a plan where they use their personal interests and skills to take action on a civic matter
- Work in groups to refine, execute, and reflect on the outcomes of a plan for civic engagement

Lesson Time Suggested: Five to Seven Class periods of one hour or less

Possible Sources:

https://www.tennisworldusa.org/tennis/news/Tennis_Stories/13784/rohan-bopanna-to-reunite-with-aisamulhaq-qureshi-for-doubles/

<https://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities>

https://en.wikipedia.org/wiki/Breakup_of_Yugoslavia

https://en.wikipedia.org/wiki/Croatian_War_of_Independence#Declaration_of_independence

https://en.wikipedia.org/wiki/Indo-Pakistani_wars_and_conflicts

https://en.wikipedia.org/wiki/Aisam-ul-Haq_Qureshi

https://en.wikipedia.org/wiki/Rohan_Bopanna

https://www.oxfamamerica.org/static/media/files/2018-How_to_Take_Action_Organizer_Guide_toolkit.pdf

Goran Ivanisevic in the Museum:



In 1992, Goran Ivanisević was the flag-bearer for his native Croatia, and he won the bronze medal in both singles and doubles.

Photo Credit: Tommy Hindley/ProSport

Location: Area 3: Global Tennis Gallery, Olympics Photo Rail

Davis Cup Award of Excellence Panel

Location: Area 3: Hallway near men's room, Davis/Fed Cup Awards of Excellence Panel

Materials Needed:

- Board or Charts to record student answers
- Markers for recording answers
- Image of Rohan and Aisam as shown in article:
https://www.tennisworldusa.org/tennis/news/Tennis_Stories/13784/rohan-bopanna-to-reunite-with-aisamulhaq-qaureshi-for-doubles/
- Computer and/or Library for research

Vocabulary:

Civic: relating to a city or town; especially its administration

Civil: relating to ordinary citizens and their concerns; as distinct from military matters

Citizen: a person who lives in a specific place; a legally recognized subject of a nation, state, or commonwealth

Civic Engagement: anything done by an individual or a group of citizens to address an issue of public concern

Rights: a moral or legal entitlement to have or obtain something or to act in a certain way.

Grade Span Expectations for Social Studies:

C&G 3 (7-8) -1

Students demonstrate an understanding of citizens' rights and responsibilities by a. defining and applying the concepts: "civic" (*adj.*), "civics"(*n*), "civil," "citizen," and "rights"

C&G 4 (7-8)-2

Students demonstrate their participation in political processes by: a. expressing and defending an informed opinion and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech, emailing Congressional membership)

C&G 4 (7-8)-3

Students participate in a civil society by...

- a. demonstrating an understanding and empathy for the opinions of others (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias)
- b. demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)
- c. recognizing the cause(s) and effect(s) of taking a civil action
- d. utilizing a variety of reliable sources to develop an informed opinion

Common Core Standards:

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

Reading Standards for Literacy in History/Social Studies – Grades 6-8

Key Ideas and Details

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.

Integration of Knowledge and Ideas

8. Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards for Literacy in History/Social Studies

Production and Distribution of writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Research to Build and Present Knowledge

9. Draw evidence from informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

Comprehension and Collaboration:

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.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Lesson & Activity

1. Teacher can pose questions to the class “What does it mean to be a ‘good citizen’? What rights and responsibilities do you have as a citizen?” “How can you exercise these rights?” Record answers to these questions on board or chart. Discuss how people can do a lot of different things and act in a lot of different ways to actively and effectively use rights to both express their opinions and affect change in their town or country. Review the official chart of rights and responsibilities on uscis.gov and discuss how the students’ answers relate to the government’s list.
2. Determining how best to use your rights as a citizen in times of war can be challenging. Pose question to the class: if your town or country was doing something you felt was wrong, what might being a ‘good citizen’ look like then? Discuss different perspectives: supporting your country and trusting elected officials to do what is right or finding ways to protest or express opinions and concerns to help lead your town/country down a better path.
3. Teacher will present the story of Goran Ivanišević to the class, noting key points: born in Croatia, which was part of Yugoslavia at the time, he had helped the Yugoslavian team achieve victory a number of times from 1988 – 1991 and won several elimination rounds for the country in Davis Cup. After Croatia could not reach a satisfactory degree of autonomy through diplomatic means, the Croatian War of Independence began. In the early months of the war, Yugoslavia bombed Goran’s home town of Split, and other civilian villages. To protest Yugoslavia’s actions, he refused to play for the Yugoslavian team at the Davis Cup that year – the team lost the elimination round that year. From that point on, he would only represent Croatia, which was internationally recognized as having gained its independence in January 1992. Teacher can ask students if they feel Goran acted as a good citizen and why. Discuss how his decision not to play was a form of civic engagement.
4. Teacher will present the story of Rohan Bopanna and Aisam-Ul-Haq Qureshi, noting key points: The countries of India and Pakistan have gone to war many times in recent history due to religious tensions and disputes over territory in Kashmir. Rohan, an Indian, and Aisam-Ul-Haq, a Pakistani, were both tennis players, and friends since they were teenagers. Beginning in 2007, the two decided to use their mutual love of tennis to show that Indians and Pakistanis need not be enemies by becoming doubles partners. In 2010, they won their first doubles title and in 2011, they launched their “Stop War, Start Tennis” campaign, for which they received global recognition and the renowned Arthur Ashe Humanitarian of the Year award in 2010. The duo was also voted winners of the Peace and Sport’s *Image of the Year* award by their fans. Teacher can discuss the concept of global citizens and ask students if they feel the two acted as good citizens and why. Discuss how their decision to play together was a form of civic engagement.
5. Teacher will explain assignment to students: students will research an issue to affecting their city/town, or country (teacher can assign an issue or provide a list of options). They will identify different arguments and opinions surrounding the issue and determine their personal opinion. They will research someone who they feel models good, active citizenship in relation to their issue and interview them if possible. They will write a short reflection detailing their research or interactions with this person, why they feel they model good, active citizenship, how they have advocated for their cause, and what takeaways the students feel could apply to them in their efforts to be good, active citizens.
6. Then they will think about a skill, hobby, or interest they have and come up with a way they could use it to take action on the issue they researched. They will detail a plan that includes what actions they will take, the time and materials that will be needed to complete this action, to whom it will be directed, as well as the intended and other possible outcomes of executing the plan. Research and planning can be

scheduled to take place in class over two to three sessions or as a take home assignment.

7. Students will present their plans in a 5-7 minute presentation. Students will receive feedback from fellow students and teacher on how to improve plans. Teacher will record issue and ideas on the board as each student presents, including a feasibility score guided by the teacher and determined by the class. At the end of all presentations, the class will vote anonymously on three plans to follow through with that were deemed feasible. Each student gets three votes: the three plans with the most votes win.
8. Class will be broken into three groups and discuss how best to execute the plan as a group, materials lists will be finalized and submitted to the teacher, and roles will be assigned. Depending on the tasks, the plans may need to be conducted outside of class.
9. Once the plan has been executed, each group member will write a 2-3 page reflection on their experience including what it was like working on and executing the plan, as well as how their expected outcomes were the same or different than what actually happened. Then students can suggest possible future actions to continue the work they started with this plan. When all three plans have been executed, each group can present their outcomes for discussion with the class.

Assignment – Using Personal Strengths for Civic Engagement

Part One

1. Research an issue affecting your city, town, or country.
2. Determine what different viewpoints there may be concerning this issue and which arguments you find to be the most convincing.
3. Research someone you feel exemplifies good, active citizenship in relation to this issue. If possible, set up an interview with this person.
4. Write a 1-2 page reflection answering the following questions
 - a. Why do you feel this person embodies good, active citizenship?
 - b. What methods have they used to advocate for their cause?
 - c. Are there any takeaways you can apply to your own efforts to become a more active citizen regarding this issue?

Part Two

5. Identify a skill, hobby, or interest that you have. It's ok to have more than one! Brainstorm ways that you could use these skills, hobbies, and interests to support your opinion on this issue and share it with the public.
6. Design a plan for using your skill, hobby, or interest as a form of civic engagement on this issue. Your plan should include:
 - a. A step-by-step list of actions you will need to take to complete your plan
 - b. The time, assistance, and materials you will need to complete your plan
 - c. To whom would your plan be directed? A specific elected official? The general public? News media?
 - d. What are your intended outcomes for this plan? Are there any other possible outcomes to consider?
7. Report on your plan to the class for refinement. You will have 5-7 minutes to:

- a. Summarize the issue you researched
- b. Identify what skill, interest, or hobby you chose
- c. Present your plan to the class

All plans will be discussed by the class and assigned a feasibility score. Once all plans have been reviewed, the class will vote on three plans to execute.

Part Three

1. Review the plan with your group members. Refine the sequence of actions, materials list, and intended outcomes as needed. Create a timeline for your plan and assign roles to all group members. Submit your finalized plan to the teacher for review.
2. Once you have your materials, execute your plan!
3. After your plan has been completed, write your own personal reflection on the experience of working on the plan with your group, executing the plan, and seeing how the actual outcomes lined up with your intended outcomes. This should be 2-3 pages.
4. Meet with your group to reflect on your overall assessment of how the plan went. Present a brief summary of the plan and the outcomes to the class as a group (include pictures if you have them!). Consider what things you could have done differently or could do in the future to take further action on this issue.