



## INTERNATIONAL TENNIS HALL OF FAME

### Origins of 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 introduced to historical thinking and processes. Using the sources provided by the International Tennis Hall of Fame, they will gather and evaluate information that can help them answer questions about Rhode Island history. The activities and worksheets in this unit are geared towards students in fifth 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 –

- Gather and organize information from a source
- Use the information found in various sources to help answer a historical question
- Explain why a source is or is not useful for answering a specific question
- Determine why the Newport Casino in Rhode Island was selected as the location for the International Tennis Hall of Fame
- Summarize and share information with a group of peers

**Lesson Time Suggested:** Two 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*

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

##### Photos:

Newport Casino Tennis Court, 1970

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:**

Historical Investigation Packet

Newport Casino Primary Sources (4 different written sources, 4 different images: Each student will receive one written source and one image to examine. There should be no sources repeated in a group of four students)

History of the International Tennis Hall of Fame printout or webpage access

([www.tennisfame.com/about/history](http://www.tennisfame.com/about/history))

Chalk or White Board for Class Lists

Pre-assigned Group List (to ensure no repetition of sources in a group)

**Vocabulary:**

Source: In research, a source is a person, place or thing that can provide you with the information you are looking for.

Conclusion: an answer, judgment, or decision reached by reasoning and examining evidence

Observe: to notice something and register it as being important

Extend: to spread from a central point to cover a wider area

## Grade Span Expectations for Social Studies:

### HP 1 (5-6) -1

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

- a. identifying appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions
- b. using sources to support the stories of history (*How do we know what we know?*)
- c. asking and answering historical questions, organizing information, and evaluating information in terms of relevance
- d. identifying the point of view of a historical source (e.g., media sources)

## Common Core Standards:

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

### Reading Standards for Informational Text (5<sup>th</sup> Grade):

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Writing Standards (5<sup>th</sup> Grade)

2. 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.
  - e. Provide a concluding statement or section related to the information or explanation presented.

### Speaking and Listening Standards (5<sup>th</sup> Grade)

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## Lesson & Activity

### Class 1

1. Teacher will ask students, "How do we know what we know about history? And/or How can we prove something happened in history?" to begin a dialogue about sources of information including different types of sources (written works, photographs, videos, maps, objects, etc.) and how they can help us answer questions we have about history.
2. Teacher will pose the following historical question for students to answer: "Why is the International Tennis Hall of Fame in Newport, Rhode Island?"
3. Teacher will show image or website displaying the History of the International Tennis Hall of Fame. Teacher will then ask students to identify what information in this source could help them answer their question.
4. Teacher will challenge students to dig deeper into the History of the Newport Casino, the home of the International Tennis Hall of Fame, to answer their question. Teacher will explain that each student will be given two different sources to investigate. Teacher will go over the Historical Investigation Packet Worksheets and answer any questions the students may have about the task. Teacher will note that the last three pages are not to be completed today (they will be completed the next day in groups).
5. Students will work on investigating their sources and recording their answers. Students unable to complete the worksheets in class can finish them at home.

### Class 2

6. Students will be divided into groups of four. Each student will share their sources and present their findings to the group.
7. Group will work together to fill out Facts Chart, citing which source(s) support each fact. They will then write a conclusion based on the facts they have discovered to answer the historical question.
8. Teacher will solicit facts from the groups to be placed on a class chart/list. Once all facts have been collected, the teacher will ask each group to share their conclusion. Lesson will close with a class discussion of how sources can communicate the same information in different ways, how finding answers to some questions can generate new ones, and how the discovery of new sources can change our conclusions about history.













## Chart of Historical Facts

| FACT | SOURCE(S) |
|------|-----------|
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|      |           |
|      |           |
|      |           |

| FACT | SOURCE(S) |
|------|-----------|
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