



## 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 explore historical thinking and processes while examining primary and secondary sources. 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 sixth 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 the difference between a primary and secondary source
- Explain why a source is or is not relevant to a specific question
- Identify a source as being primary or secondary
- Determine why the Newport Casino in Rhode Island was selected as the location for the International Tennis Hall of Fame
- Generate questions about history from viewing or reading a source
- 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>

Mens Singles Champions 1881 – 2017 (Less Relevant)

“The 2018 Season Begins,” 2018

##### 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)  
Lawn Tennis painting, 1887 (Less Relevant)  
Modern Tennis at Newport (Less Relevant)

**Materials Needed:**

Historical Investigation Packet  
Newport Casino Sources (minimum of 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:**

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.

Interpret: to explain the meaning or significance of something

Historian: an expert in or student of history, especially that of a particular period, geographical region, or social phenomenon.

Historic Preservation: an effort to maintain and protect buildings, objects, documents, sites or other artifacts that are considered to be of significance to history

Relevance: being appropriate or closely connected to something else

## 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

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### 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 6 topics, texts, and issues*, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to 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 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 introduce or review the definitions of Primary Sources and Secondary Sources. Students will then be asked to come up with one example of a primary source they have created that could tell someone 100 years from now what their life was like (homework, a drawing, a diary, etc.) As a comparison, the teacher can note that if this future person wrote a book about them, it would be a secondary source. Teacher should also touch on the idea of relevance, for example: not every letter written in a specific time period may help you answer your specific question (A diary entry from 1864 that talks about a young girl’s life on the farm may not help answer your question about the Civil War even though it is the right time period.) Teacher will note that historians answer questions about history by observing and interpreting relevant sources.
3. Teacher will pose the following historical question for students to answer: “Why is the International Tennis Hall of Fame in Newport, Rhode Island?”
4. 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 and if it is a primary or secondary source.
5. 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 to four 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).
6. 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

7. Students will be divided into groups of four. Each student will share their sources and present their findings to the group.
8. 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.
9. 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. Teacher should prompt class discussion about how sources can communicate the same information in different ways (can be accomplished by reviewing all of the different sources that students noted for each historical fact) and how finding answers to some questions can generate new ones.
10. Teacher will compile a list of any unanswered questions students had about their sources. Then, the class will brainstorm what kinds of sources could help answer these questions if they were to take their research further (if a field trip to the museum is planned, these questions can be recorded for later use at the museum). Lesson will close with a class discussion of how the discovery of new sources can change our conclusions about history. If time permits, this discussion can also touch on the importance of historic preservation to save these sources, as there are some questions we may never know the answer to because the sources were not preserved.













## Chart of Historical Facts

FACT	SOURCE(S)

<b>FACT</b>	<b>SOURCE(S)</b>

