



## 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 design a potential plan to take action on a civic matter and receive peer feedback. The activities 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 –

- Identify the qualities and responsibilities of a good citizen both in times of peace and times of war
- Consider and assess the civic engagement of tennis players in history
- Research an issue affecting their city, town, or country
- Detail a plan where they could use their personal interests and skills to take action on a civic matter
- Present research and planning for peer review and feedback

**Lesson Time Suggested:** Three to Four 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.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/Breakup_of_Yugoslavia)

[https://en.wikipedia.org/wiki/Croatian\\_War\\_of\\_Independence#Declaration\\_of\\_independence](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/Indo-Pakistani_wars_and_conflicts)

[https://en.wikipedia.org/wiki/Aisam-ul-Haq\\_Qureshi](https://en.wikipedia.org/wiki/Aisam-ul-Haq_Qureshi)

[https://en.wikipedia.org/wiki/Rohan\\_Bopanna](https://en.wikipedia.org/wiki/Rohan_Bopanna)

[https://www.oxfamamerica.org/static/media/files/2018-How\\_to\\_Take\\_Action\\_Organizer\\_Guide\\_toolkit.pdf](https://www.oxfamamerica.org/static/media/files/2018-How_to_Take_Action_Organizer_Guide_toolkit.pdf)

**Goran Ivanisevic in the Museum:**



In 1992, Goran Ivanišević 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-queshi-for-doubles/](https://www.tennisworldusa.org/tennis/news/Tennis_Stories/13784/rohan-bopanna-to-reunite-with-aisamulhaq-queshi-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

Autonomy: freedom from outside control or influence; independence

## Grade Span Expectations for Social Studies:

### C&G 3 (5-6) -1

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

### C&G 5 (5-6) -3

Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by: b. explaining how actions taken or not taken impact societies (e.g., natural disasters, incidences of social injustice or genocide)

## 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 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.

#### Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

## Lesson & Activity

1. Teacher can pose questions to the class: “What qualities make someone a good citizen? What kind of things might you do as a good citizen to help your town? Your country? What rights and responsibilities do you have as a citizen? 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 be a good citizen and help make their town or country better. Review the official chart of rights and responsibilities on [uscis.gov](http://uscis.gov) and discuss how the students’ answers relate to the government’s list.
2. Determining how to be a “good citizen” in times of war can be more 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 school community, city/town, or country (teacher can assign an issue or provide a list of options). 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 that issue. They will detail a plan that includes what actions they would take, the time and materials that would be needed to complete this action, to whom it would be directed, as well as the intended and other possible outcomes of executing the plan. They will also indicate whether there are any barriers to executing their plan and whether or not they would consider actually putting it into action. Research and planning can be scheduled to take place in class over two to three sessions or as a take home assignment.

6. 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. Plans will be revised following feedback and the final version will be submitted to the teacher.

## Assignment – Using Personal Strengths for Civic Engagement

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. 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.
4. 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?
  - e. How feasible do you think this plan is? Are there any barriers to executing the plan?
  - f. Will you actually put your plan into action? Why or why not?
5. 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

After you have received feedback from the class, revise your written plan and submit a finalized version.