



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. The activities 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 –

- 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 or town
- Determine what civic actions they could take to advance their opinions or beliefs on a civic matter in their city or town

Lesson Time Suggested: One to Two 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

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/
- 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

Diplomatic: relating to negotiations between nations

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:

Writing Standards for K-5

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Reading Standards for Informational Text K-5

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

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 5 topics and texts*, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Lesson & Activity

Class 1

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? 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.
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 affecting their 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 perform a civic action relating to that issue. They will write a 1-2 page essay detailing their conclusion. Research and assignment can either be conducted at

home or in class. Students will present their ideas in a 5-7 minute presentation to the class.

Assignment – How could I be a more active citizen?

1. Research an issue affecting your city, town, or country.
2. Determine what different viewpoints there may be concerning this issues 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!
4. Brainstorm ways that you could use these skills, hobbies, and interests to support your opinion on this issue and share it with the public.
5. Write a 1-2 page essay detailing your ideas and what effect you think they could have on the opinions of other citizens or elected officials if you carried them out.
6. Report on your ideas to the class. You will have 5-7 minutes to:
 - a. Summarize the issue you researched
 - b. Describe two different viewpoints held on this issue and which you support
 - c. Identify what skill, interest, or hobby you chose
 - d. Describe one way you thought you might use this skill, interest, or hobby to take action on this issue
 - e. Describe what you think might happen if you did take this action.