



INTERNATIONAL
TENNIS HALL OF FAME

North American Geography

Lesson 4: Jack Kramer

Unit Overview: As students work through the activities in this unit they will be introduced to the United States in general, different regions of the United States, map symbols, Hall of Famer Jack Kramer, and his Barnstorming Tour of the 1950s. They will explore, through varied learning experiences, the significance of Kramer's tour to the game of tennis while learning about different parts of the country. The activities that accompany this unit are geared towards the students' multiple intelligences and will provide academic challenges at multiple levels of cognitive complexity while satisfying the goal of working towards mastery of grade appropriate common core standards of Literacy, Geography, and Mathematics.

Objectives:

Students will be able to-

- Gain background knowledge through vocabulary activities and comprehension activities (such as guided questioning and using appropriate graphic organizers) the geography of the United States and its regions, along with what it was like in the 1950s.
- Form an understanding of the contribution that Jack Kramer made to the sport of tennis.
- Demonstrate what they have learned about the geography of the United States, map skills, Jack Kramer and his significance to the game of tennis, and his place in history by successfully completing guided questioning activities, group organizers, and by taking part in meaningful classroom discussions.

Common Core Standards:

CCSS.ELA - Literacy RI 4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA - Literacy RI 4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or

interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA – LiteracyW.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA – LiteracyW.4.7 -Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.3.MD.1 – Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

CC.3.MD.5 – Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement.

CC.4.MD.4 – Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Rhode Island Department of Education Standards

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.

G 1 (3-4) – 1 Students understand maps, globes, and other geographic tools and technologies by:

- accurately using maps to identify locations.
- identifying relationships between time, space, and distance.
- organizing information about people, places, and environments in a spatial context (e.g., the school is to the east of the store; the house is northeast of the mountains).

G 1 (3-4) –2 Students identify the characteristics and features of maps by:

- applying map skills to represent a location (e.g., design a map).
- identifying and describing locations.

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

G 2 (3-4) – 1 Students understand the physical and human characteristics of places by:

-explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).

- explaining how natural/physical features and human-made features makes a place unique.

G 2 (3-4) -2 Students distinguish between regions and places by:

- defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).

- explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).

Grades 3 and 4 Mathematics: Measurements and Data

-Solve problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects

-Geometric measurement: understand concepts of area and relate area to multiplication and addition

Lesson Time Suggested: One class period



Hall of Famer Jack Kramer

During the 1940s and 1950s, Jack Kramer World No. 1 for a number of years and won 10 major tournaments in singles and doubles. He was one of the most important people in the establishment of modern men's Open Era tennis, and he was the leading promoter of professional tennis tours in the 1950s and 1960s. Kramer was a relentless advocate for the establishment of Open Tennis between amateur and professional players. In 1970, he created the Men's Grand Prix points system. In 1972, he helped found the Association of Tennis Professionals (ATP) with Donald Dell and Cliff Drysdale, and was its first Executive Director. For more information visit [Jack Kramer](#) on the International Tennis Hall of Fame's website.

Jack Kramer Objects on Display in the Museum



U.S. National Mixed Doubles Championship Challenge Trophy, 1926-1945

Black, Starr & Frost (American)

This trophy was retired in 1945 by Margaret Osborne duPont and Bill Talbert after their third consecutive win. Many other Hall of Famers won this championship and are recognized on this trophy. They include: Kitty McKane, Elizabeth Ryan, Jean Borotra, Henri Cochet, Helen Wills, Betty Nuthall, George Lott, Wilmer Allison, Sarah Palfrey, Fred Perry, Ellsworth Vines, Helen Jacobs, Alice Marble, Gene Mako, Don Budge, Harry Hopman, Bobby Riggs, Jack Kramer, Louise Brough, and Ted Schroeder.

Gift of Margaret Osborne duPont, 1991

91.32.2

Location: Grand Staircase, Case 4



Newport Casino Invitation Lawn Tennis Tournament Men's Doubles Trophy, 1946

Wallace Silversmiths Inc. (American)

This championship trophy was won by Ted Schroeder and Jack Kramer following their 7-5, 8-10, 9-7, 6-3 victory over Bill Talbert and Bob Falkenburg.

Gift of Ted Schroeder, 2005

2005.26.51

Location: Area 2, Newport Casino Invitation Case



U.S. National Mixed Doubles Championship Trophy, 1941

Black, Starr & Gorham (American)

Sarah Palfrey was awarded this trophy following her and partner Jack Kramer's 4-6, 6-4, 6-4 defeat of Pauline Betz and Bobby Riggs in the championship match.

Gift of Mr. Jerry A. Danzig, 1996

96.17.9

Location: Area 2: Tennis & Tours, 1940s & 1950s Case



"Jack Kramer Autograph" Tennis Racquet used by Chuck McKinley, 1963

Wilson Sporting Goods Co. (American)

Chuck McKinley paired with Dennis Ralston to win the 1963 Davis Cup 3 rubbers to 2 over Australia, providing the only interruption in eight unbroken years of Australian dominance.

Gift of the Amateur Athletic Foundation, 2000

2000.4

Location: Area 2: Tennis & Tours, Davis Cup Case



World Championship Tennis Poster, 1950

unknown maker

As a newly contracted professional, Pancho Gonzales joined the tour (promoted first by Bobby Riggs and then Jack Kramer) to play in a series of matches that crisscrossed the United States. In his first season, Gonzales earned \$75,000 but lost to Kramer 96 matches to 27.

Gift of Marilyn and Edward Fernberger, 1999

99.2.423

Location: Area 2: Tennis & Tours, Pro Tours Case



Kramer Touring Pro Tennis Court, 1950s

Wilson Sporting Goods Co. (American)

This portable tennis court containing a T-section, doubles alley, and block and pulley was used and marketed by Jack Kramer during his years playing and promoting professional tennis in the 1950s.

Gift of Mr. Jack Kramer, 1988

88.8a-c

Location: Area 2: Tennis & Tours, Pro Tours Case



Caption: Left to right: Allie Ritzenberg, Jimmy Van Alen, Lew Hoad, and Jack Kramer at the tournament where the tie-breaker was first used, ca. 1960. Van Alen first tested out VASSS with Jack Kramer's Pro Tour at the Uline Arena in Washington, DC. Photo Credit: ITHF&M Collection

Location: Area 2: Tennis & Tours, Pro Tours Case

Possible Sources:

- *Famous Tennis Players* by Trent Frayne
- *The Game: My 40 years in tennis* by Jack Kramer

Materials Needed:

- Vocabulary Builder #4
- Text from Jack Kramer's International Tennis Hall of Fame bio
- Jack Kramer's obituary from the *Los Angeles Times*
- Tennis Channel's *Barnstormers* documentary

Vocabulary:

- **amateur**- a person who engages in a sport on an unpaid basis
- **professional**- a person who engages in an activity (often a sport) as one's main paid job rather than as a pastime
- **promoter**- a person that organizes or provides money for a sporting event

- **sports analyst**- a broadcaster who provides expert discussion of the sport before, during, and after a sporting event

Lesson & Activity

Teaching/Model

1. Vocabulary Builder: Each student will receive a Vocabulary Builder graphic organizer. The teacher will read each word and ask the students to fill in bubble 1 if they have never heard the word before, bubble 2 if they have heard the word but are unsure of the definition or bubble 3 if they know the word and can give the definition and use it in a sentence.
2. The teacher will work collaboratively with the students to come up with a working definition of the words on the graphic organizer and a sentence using the words as they pertain to the lesson at hand.
3. ****Students who exceed or meet expectations:**
 - a. Students will read an excerpt Jack Kramer's biography from the International Tennis Hall of Fame website or an excerpt from Jack Kramer's obituary
 - b. Students will write down what they think is Jack Kramer's greatest accomplishment in tennis
 - c. Students will then watch (part or all) of the Tennis Channel's documentary *Barnstormers*
4. ****Students who partially meet or did not yet meet expectations:**
 - a. Teacher will read aloud the excerpt from Jack Kramer's biography from the International Tennis Hall of Fame or an excerpt from Jack Kramer's obituary
 - b. The class will discuss which of Jack Kramer's tennis accomplishments are his most important
 - c. Students will then watch (part or all) of the Tennis Channel's documentary *Barnstormers*

From Jack Kramer's ITHF Biography

Jack Kramer doesn't fit neatly into one tennis category. His impact on the game as a player, promoter, and analyst, as well as the name that adorned one of the greatest selling racquets in history places him amongst the game's greats.

Kramer won ten major titles, three coming in singles at the U.S. Nationals (1946, 1947) and at Wimbledon (1947). His doubles titles were earned at those two majors as well (U.S. Nationals in 1940, 1941, 1943, 1947) and Wimbledon (1946, 1947) and one in mixed doubles at the U.S. Nationals (1941).

By the close of 1947, Kramer had earned his fill of major championships and turned professional. As a pro, Kramer was paired Bobby Riggs for head-to-head competition that earned Kramer \$37,000. Kramer not only became professional player, but promoter as well, luring top pros to join the tour. With a tour full of talent, Kramer won the U.S. Pro in 1948 and the 1949 Wembley Pro. He advanced to the 1950 French Pro final.

In 1947, Kramer convinced a lot of top players to join his professional tour and they traveled throughout the country. This tour helped tennis players earn money and brought more attention to the fact that in order to play in the major tournaments (U.S., French, Australian Championships, and Wimbledon) you had to be an amateur. Winning these tournaments would bring you respect and honor, but you could not earn a living playing tennis. Once Jack Kramer convinced these players to turn professional (or "pro"), they were able to make money playing tennis.

These actions paved the way for the Open Era of tennis, which began in 1968. Those in charge of tennis and its major tournaments decided that professionals could also play in these tournaments - and earn money while doing so.

Kramer was a keen tennis mind, one who in 1968 invented a series of tournaments for the top eight players, and in 1972 became Executive Director of the Association for Tennis Professionals (ATP). In this position he was in charge of making sure the men on the pro tour had fair working conditions and earned what they deserved.

His other tennis activities, television commentary for the BBC, sought-after analysis on the game's greatest players of all time, and the name featured on the Wilson Jack Kramer Autograph tennis racquet made Kramer a household name throughout the world.

Kramer's tennis knowledge became the guide of tennis analysis for both male and female players. Kramer was never at a loss to share his opinion, as he did in his 1979 autobiography, *The Game: My 40 Years in Tennis*. He was inducted into the International Tennis Hall of Fame in 1968.

Excerpt from “Jack Kramer dies at 88; champion ushered in era of pro tennis” from the *Los Angeles Times* by Bill Dwyre September 14, 2009

Tennis legend Jack Kramer, considered by many the most influential person of the game in the last 60 years, died late Saturday night at his home in Los Angeles. He was 88.

Kramer won the prestigious Wimbledon title in 1947 and won U.S. Championships, the forerunner of today’s US Open, in ’46 and ’47. He also won seven other Grand Slam titles in doubles. His Wimbledon victory was a starling 45-minute breeze past Tom Brown.

It was his ’47 U.S. title that led to changes in a sport that had been, for the most part, hypocritical. Players competed for trophies and nothing else. At least that’s what they said.

“The amateur game was phony,” Kramer said years later. “Kids were all getting money under the table.”

So when he took the court for the ’47 U.S. final, Kramer had made a decision that would affect the sport forever, a decision that prompted International Tennis Hall of Fame journalist Bud Collins to say, “From a competitor to an administrator to a broadcaster, Jack Kramer was the most important figure in the history of the game.”

Before that ’47 U.S. final, Kramer had decided to turn pro.

“It was simple,” he said. “I needed the money.”

A deal was in hand with a tennis promoter and depended on a top performance from Kramer in the tournament. Kramer lost the first set, but went on to win the next three sets, losing only four games on the way to the title and setting the stage for tennis’s pro era to take off. Two months later, his pro tour, a night-to-night barnstorming of cities across the world, attracted a crowd of 15,411 to Madison Square Garden in New York City - in the middle of a blizzard.

Soon the success of the pro tours, with Kramer's the most prominent, put pressure on the tennis federations, whose tournaments were no longer offering fans all the best players. That pressure eventually led to the establishment of Open tennis in 1968, featuring prize money for all players.

By 1954, Kramer was finished as a player. But the cause of other players remained a motivation for him, and by 1973 he had become executive director of the Assn. of Tennis Professionals, the predecessor of today's ATP World Tour.

"He was a huge figure in tennis," said Rod Laver, who came along a generation later and said he benefited greatly from Kramer's pioneering. "We all needed money and he helped a lot of players get some."