



## 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 be engaged in historical thinking and processes. Using the sources provided by the International Tennis Hall of Fame, and through additional research using print and online sources, students will gather and evaluate information that can help them answer questions about the Newport Casino's history in the context of the Gilded Age. The activities and worksheets in this unit are geared towards students in eighth 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 –

- Explain the difference between a primary and secondary source and identify a source as being one or the other
- Recognize if a source is biased or objective
- Communicate why a source is or is not reliable
- Generate questions about history from viewing or reading a source
- Identify and organize relevant information in a source to answer a historical question
- Draw connections between the local history of the Newport Casino and its larger historical context of the Gilded Age
- Write a short paper analyzing primary and secondary sources to support their conclusions and generate new questions to research.

**Lesson Time Suggested:** Four to Five Class periods of one hour or less

#### **Primary 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

"The Lawn Tennis Tournament," 1882

National Register of Historic Places Inventory – Nomination Form, p. 225 and 230

##### Photos:

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:**

Newport Casino Primary Sources

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

Chalk or White Board for Class Lists

Internet Access/Computer Access

Library Books/Access

Source Analysis Worksheets

Assignment Instruction Sheet

**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.

Bias: an inclination or prejudice for or against someone or something.

Objectivity: a consideration or representation of facts that is not influenced by personal feelings or opinions

The Gilded Age: the time period between the Civil War and WWI characterized by rapid industrial and economic growth, a widening gap between the rich and the poor, a rise in social problems and activism, and opulent lifestyles of the wealthy elite.

## Grade Span Expectations for Social Studies:

### HP 1 (7-8) -1

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

- a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity
- b. drawing inferences from Rhode Island History about the larger context of history (e.g., Opening of Japan, Separation of Church and State, Industrialism) Gilded Age
- c. asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness

## Common Core Standards:

### English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: 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 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### 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.

### Writing Standards for Literacy in History/Social Studies

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

## Lesson & Activity

### Class 1

1. Teacher will ask students, "How do we draw conclusions about history? And/or How can we prove a historical fact?" to begin a dialogue about sources of information including different types of sources (written works, photographs, videos, maps, objects, etc.), primary vs secondary sources, and how historians use them to confidently answer questions about history.
2. Teacher will review the definitions of Primary Sources and Secondary Sources and ask for examples of each. Teacher will also note the importance of determining the relevance of a source to a specific question. Teacher can pose a historical question (ex: What was daily life like for soldiers fighting in the Civil War) and ask students to determine if a source would be relevant or not based on its summary (ex: A letter from a soldier to his mother in 1862; A diary of a girl living on a farm in New Jersey from 1864; A book written in 1922 comparing warfare in the Civil War to that of WWI; A blog from 2016 about how the tensions that existed during the Civil War can still be felt today)
3. Teacher will introduce or review the definitions of bias and objectivity. Teacher can show students a series of statements about history and have them answer the questions: Is this statement objective or biased? Why? (ex: A textbook states: "The Civil War began in 1861 and ended in 1865"; A confederate soldier's letter home states "The yanks were running scared on the battlefield this morning.") This can lead to a discussion on deciding whether or not a source is reliable.
4. Teacher will pose the following historical question for students to answer: "Why is the International Tennis Hall of Fame at the Newport Casino in Rhode Island?" It is important to note to students that even if they think they know the answer to the question, it is still important to find sources to support that conclusion. In some cases, what we think we know about history can be completely changed with the discovery of a new source.
5. Teacher will show image or website displaying "Tennis is Newport" page of the museum's website. The Teacher will then ask students to identify if this is a primary or secondary source, to determine if is largely objective or biased in some way, to identify what information in this source could help them answer the question, and what new questions have been generated based on this source.
6. With these questions in mind, the teacher will challenge students to dig deeper into the History of the Newport Casino. The teacher will explain that each student will receive two to three primary sources to analyze (at least one should be a photograph) in support of what they have learned about tennis at the Newport Casino. For each source, student will complete the Source Analysis Worksheet. If students are unable to finish the worksheets in class they may be completed at home.

### Class 2

7. Students will get into groups with those who had the same sources. Students will compare observations, extensions, and new questions. Each group will share the following information with the rest of the class: Summary of the Source, Important details observed, key extensions/inferences, and new questions generated. Teacher should record all new questions on the board.
8. Teacher will explain that students will now seek to view this local history in a larger historical context. Teacher will introduce or review key themes of the Gilded Age.
9. Students will be asked to generate a question about the Newport Casino and its connection to one or more of these Gilded Age themes. Students unable to generate a question in class can do so at home.

### Class 3

10. Students will spend this class period doing research to flesh out their question and find relevant sources, utilizing internet and print resources in preparation for a short paper. Students will write a 2-4 page paper analyzing the sources they find. For each

source, there should be a brief summary, identification as a primary or secondary source, whether it is objective or biased, and how it is or is not useful in answering their question. They should conclude with other avenues to explore – possible sources to seek out, what information they would need to know to fully answer their question (as well as where they might search for it), and new questions that have been generated. Students should analyze at least four to five sources, including the primary sources from the museum. The goal of this assignment is not necessarily to answer the question, but to assess each source's ability to help them answer the question. Research can be continued at home.

#### Class 4

11. Students should finish up analysis of sources and begin drafts. Teacher can choose to utilize the entire class period for writing drafts, to put students into groups of 2-3 to peer review unfinished drafts mid-class, or to simply assign the draft for homework and have a peer review session at the beginning of the fifth class. Final drafts should be completed in class or at home to be turned in by the sixth class.









## Tennis at the Newport Casino in the Gilded Age

### Assignment:

- 1) Generate a historical question about the Newport Casino and its role in or ties to the Gilded Age
- 2) Research 2-4 sources that you think could help you answer this question.
- 3) Analyze the reliability of these sources and their relevance to your question.
- 4) Use the Source Analysis Tool to identify the facts, inferences, and new questions you gain from each source.
- 5) Write a two to four page paper including the following:
  - a. Your historical question
  - b. A brief summary of each source
  - c. Identification of each source as being primary or secondary
  - d. Identification of whether any bias does or does not exist in each source and why you believe the source is or is not reliable.
  - e. How each source is or is not relevant to your question, including the facts you have learned and the inferences you have made from each source
  - f. What new sources you would seek out, what new questions these sources generated, and what new avenues you would explore if you were going to do more research to thoroughly answer your question.

The goal of this assignment is not necessarily to have completely answered your question: it is to assess each source's ability to help you answer the question. Use the Source Analysis Tool as a guide.

Good Resources for finding sources:

<https://www.digitalcommonwealth.org/>

<https://www.loc.gov/>

<https://newport.pastperfectonline.com/>