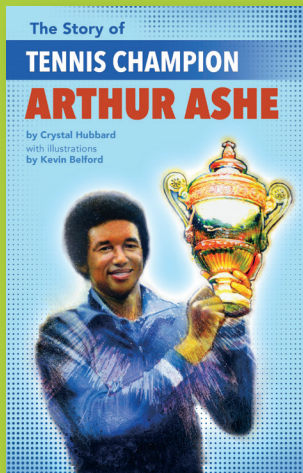


## TEACHER'S GUIDE



# The Story of Tennis Champion Arthur Ashe

written by Crystal Hubbard, illustrated by  
Kevin Belford

## About the Book

Genre: Nonfiction Biography

\*Reading Level: Grade 6

Interest Level: Grades 3–7

Guided Reading Level: X

Accelerated Reader® Level/  
Points: N/A

Lexile™ Measure: N/A

\*Reading level based on the Spache  
Readability Formula

**Themes:** Nonfiction, Middle Grade, United States History, Sports, Sharing & Giving, Identity/Self Esteem/Confidence, Responsibility, Overcoming Obstacles, Occupations, Mentors, History, Heroism, Families, Dreams & Aspirations, Discrimination, Civil Rights Movement, African/African American Interest, Biography/Memoir, Sports History, Integrity/Honesty, Leadership, Persistence/Grit, Respect/Citizenship, Self Control/Self Regulation, Pride, Courage, Empathy/Compassion, Fathers, Friendship, Informational Text, Kindness/Caring, Optimism/Enthusiasm, Protest

## SYNOPSIS

From the start, Arthur Ashe was an unlikely tennis player. As a young boy in Richmond, Virginia, in the 1940s, he was small and skinny—and barred from most tennis courts because he was black. Still, Arthur was drawn to the game and began to play wherever he could.

With patience, hard work, and humility, Arthur pursued his dream. Defeating player after player, match after match, he blazed a path on the courts, becoming the first African American man to win a Grand Slam tournament—the US Open—and the top-ranked tennis player in the world. Throughout his career, Arthur Ashe fought to overcome adversity, opening doors in his sport and promoting human rights.

*The Story of Tennis Champion Arthur Ashe* introduces young readers to an athlete whose grace and dignity on and off the tennis court set a shining example for us all. This new chapter book edition in our “Story” line includes black-and-white illustrations as well as sidebars on related subjects, a timeline, a glossary, and recommended reading.



## BACKGROUND

### The Story Of Series

*The Story of Tennis Champion Arthur Ashe* is part of LEE & LOW’s *Story Of* series. Every title in our *Story Of* chapter book line introduces independent readers to a diverse historical figure with a powerful life story. All books in this series include informative sidebars, highlighted vocabulary words, a timeline, a glossary, photographs and images with captions and labels, a bibliography with complete sources, and recommended reading.

### Nonfiction Text Features

*The Story of Tennis Champion Arthur Ashe* has different nonfiction text features that readers need to be aware of. The chart below lists the nonfiction features that readers will find. Consider printing or enlarging this chart for students to refer to in your classroom or library.

See the section titled, “Nonfiction Text Features: *The Story of Tennis Champion Arthur Ashe*” for details on how to teach these features with specific information in the book.

Types of Print	Words that are darker are called <b>bold</b> and words that are slanted are called <i>italics</i> , which point out specific information.
Sidebar	Additional information about a person, time period, or subject that is helpful to understand the story.
Table of Contents	A list of the book’s sections that says what information is in the book.
Timeline	A lists of the dates and years when events happened.
Glossary	An alphabetical list of vocabulary words mentioned in the book and their definitions, located in the back of the book.
Captions	A line underneath a photograph or image that describes what’s in the picture.
Text Sources	A list of the books, images, photographs, and other forms of information that the author used to write the story.
Title	The name of the chapter (that’s usually larger in size and in a different font) that describes the text and information that follows.
Label	A word that tells the name of the part of the photograph or image.
Key	A guide to understanding the symbols within a photograph or image.

## Additional LEE & LOW titles in The Story Of series:

***The Story of World War II Hero Irena Sendler*** written by Marcia Vaughan, illustrated by Ron Mazellan

<https://www.leeandlow.com/books/the-story-of-world-war-ii-hero-irena-sendler>

***The Story of Car Engineer Soichiro Honda*** written by Mark Weston, illustrated by Katie Yamasaki

<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda>

***The Story of Movie Star Anna May Wong*** written by Paula Yoo, illustrated by Ling Wang

<https://www.leeandlow.com/books/the-story-of-movie-star-anna-may-wong>

***The Story of Civil Rights Hero John Lewis*** written by Jim Haskins and Kathleen Benson, illustrated by Aaron Boyd

<https://www.leeandlow.com/books/the-story-of-civil-rights-hero-john-lewis>

***The Story of Olympic Swimmer Duke Kahanamoku*** written by Ellie Crow, illustrated by Richard Waldrep

<https://www.leeandlow.com/books/the-story-of-olympic-swimmer-duke-kahanamoku>

## VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

### Content Specific

Brookfield Park, Richmond, Virginia, Byrd Park, forehand shot, Ron Charity, ground strokes, backhands, love, baseline, service box, let, deuce, serve, Richmond Racket Club, Dr. Robert Walter Johnson, Lynchburg, Virginia, American Tennis Association, Althea Gibson, Grand Slam, French Open, International Women's Sports Hall of Fame, sharecroppers, paddle tennis, Wimbledon, Ball-Boy machine, backboard, Richard Hudlin, St. Louis, Missouri, 138th Infantry Armory, serve-and-volley, Balboa Bay Club, Australia Open, US Open, the majors, umpires, carnations, straight sets, Chuck McKinley, junior circuit, open era, West Side Tennis Club, Tom "the Flying Dutchman" Okker, ace, sportsman, all-white National Party, the Population Registration Act of 1950, Promotion of Bantu Self-Government Act, Bantu, Nelson Mandela, African National Congress, Bantustans, P. W. Botha, F. W. de Klerk, Jimmy Connors, lob, transfusion, diphtheria, HIV, AIDS, Centers for Disease Control

### Academic

segregated, precision, reflexes, opponent, secondhand, ashamed, gloated, extensive, structured, befell, amateur, endorsements, barred, defied, hone, courteous, self-disciplined, dignified, slick, aggressive, snub, ranking points, stamina, endurance, green ivy, canopies, rival, anticipation, exploit, fanfare, instituted, colonized, discrimination, apartheid, codified, diminished, massacre, boycott, coalition, dynamic, limelight, exasperated, deft, hotheaded, antics, instinctive, ferocious, hurl, intimidate, exhilarating, spectrum, scourge, integration, virus, pandemic

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What do you know about tennis? What famous tennis tournaments have you heard of? Where do you think they take place?
2. What famous tennis players do you know? Can you name any tennis champions? Why do they come to mind? What do you know about them?
3. How did segregation affect African Americans? What was segregation, and when did it occur in this country?
4. What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?
5. What does it mean to stand up for what's right? What are some instances in history where people have had to stand for what they believe in even though they encountered adversity and opposition?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *The Story of Tennis Champion Arthur Ashe*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. **Read Crystal Hubbard's biography:** Read about Crystal Hubbard on the back page of the book. Crystal met Arthur Ashe as a young girl. How do you think their meeting influenced her decision to write a book about him?



3. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
4. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Arthur Ashe was inspired to play tennis
- who helped Arthur Ashe along his tennis career and how his coaches and family motivated him
- what causes Arthur Ashe was passionate about and how he became a renowned social activist
- why Arthur Ashe loved tennis and playing the game
- how Arthur Ashe left a lasting impact on both the tennis community and the world

Encourage students to consider why the author, Crystal Hubbard, would want to share with young people this story about Arthur Ashe and his determination on and off the tennis court.

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

#### Chapter One: Tennis Dreams

1. Who was Arthur watching practicing tennis? What was his name and how was he important to the sport of tennis?
2. Where did Arthur grow up?
3. How were the tennis facilities structured in the early 1950s?
4. Where were African Americans allowed to play tennis?
5. What are the different kinds of tennis strokes that Arthur learned from Ron Charity?
6. When and where did Arthur win his first tennis tournament?
7. What did Ron say to Arthur after Arthur's confidence was growing too much?

#### Scoring in Tennis

8. How do players decide who gets to serve first?
9. What are the rules for serving?
10. How do players know if a mistake has been made? What happens after the player's error?
11. How are tennis matches divided?
12. What is the scoring system in tennis matches? When do players get to serve? What happens when there is a tie?

#### Chapter Two: Dr. Johnson

13. Where did Arthur spend his summers after he was ready to advance in tennis?
14. How did Arthur react to Dr. Johnson's coaching style? What were the differences between Dr. Johnson's and Ron's methods of coaching?
15. Who talked to Arthur and helped him through Dr. Johnson's camp? What did he say?
16. How did Arthur start to dedicate himself to learning Dr. Johnson's tennis techniques?



17. What did Dr. Johnson tell his students about how to act in tournaments and matches? Why did he say these things? What was happening in the United States during this time period?
18. What was Dr. Johnson's idea about Arthur needing to play tennis year-round? Where did Arthur move and who did he live with?
19. How did Arthur change his style of play at the armory in St. Louis?

### **Althea Gibson**

20. What were Althea Gibson's accomplishments as the first professional African American female tennis player?
21. What happened to Althea's family after the Great Depression?
22. What different titles did Althea win throughout her career?
23. Who was Althea's mentor?
24. Why was Althea not offered endorsements?
25. What happened after Althea could not make a living in tennis? What did she do?

### **Chapter Three: College Achievements**

26. What happened after Arthur graduated from high school?
27. How did Arthur's team react after the Balboa Bay Club did not allow Arthur to participate because he was black?
28. What did Arthur earn in his second year at UCLA?
29. Who helped Arthur get to the Wimbledon championship? What did she see that inspired her?
30. How far did Arthur make it in the Wimbledon tournament? What did he learn from being at Wimbledon?
31. What team did Arthur win a spot on? How was this a historic event?
32. How did his hometown of Richmond honor Arthur?

33. What did Arthur accomplish at UCLA?

### **Grand Slams**

34. What are the different events that make up the Grand Slam tournaments?
35. What are the differences in the courts between all of the tournaments?
36. What determines the winner in the tournaments? Why is there a difference in the number of sets to determine a winner in the majors in men's and women's tennis?
37. What does the term "Grand Slam" refer to? What about the Career Grand Slam, calendar-year Grand Slam, and Golden Grand Slam? Who are some famous tennis players to complete a Career Grand Slam? What about the Golden Grand Slam?

### **Chapter Four: The US Open**

38. What was the "open era" of tennis? How did it affect Arthur?
39. Who was Tom "the Flying Dutchman" Okker? What was Arthur's relationship with him?
40. What happened in the match between Arthur and Tom Okker in the US Open? What was the game play like? How did Arthur figure out how to play against Tom Okker?
41. What happened three months after Arthur's US Open victory?

### **Chapter Five: Going Pro**

42. What did Arthur decide to do in 1969? What happened after this decision?
43. How did Arthur become active in using his fame as a tool to help people, specifically black people?
44. What cause did Arthur become involved in? What influenced him to pursue this cause? How was Arthur active in this cause?

### **Apartheid**

45. What happened after the land that became South Africa was colonized by Dutch and British invaders?



46. What did the all-white National Party do in South Africa?
47. What is apartheid?
48. What was the Population Registration Act of 1950?
49. What did the Promotion of Bantu Self-Government Act create in 1959?
50. How did people around the world react to South Africa's apartheid policies?
51. Who was Nelson Mandela?
52. When was the Population Registration Act repealed? How was Mandela influential in South African government and policies?

#### **Chapter Six: Ashe vs. Connors**

53. Why did people not favor Arthur to win the Wimbledon tournament in 1975?
54. How did Arthur study Jimmy Connors's style of play? What did he notice about how he needed to play in order to defeat him?
55. How were Jimmy and Arthur different off of the court?

#### **Chapter Seven: Wimbledon, 1975**

56. How did the Wimbledon match begin? How was Arthur playing against Jimmy?
57. What happened as the match went on? How was Jimmy behaving, and how did Arthur react?
58. Who won Wimbledon? Why was this an important moment?

#### **Chapter Eight: Always a Champion**

59. What happened after Arthur's tennis career started to slow down?
60. How did Arthur's health affect his tennis career? How did he continue to help the US Davis Cup tennis team?
61. What did Arthur do after he stopped coaching in 1984?

62. What did the doctors find out about Arthur after he experienced numbness in his right hand?
63. How did Arthur announce to the public that he had HIV? Why did he do it in that fashion?

#### **HIV and AIDS**

64. What is HIV?
65. How did HIV first spread? Where did it come from?
66. How did Arthur's HIV diagnosis encourage other people to do more about the virus?
67. What was Arthur arrested for in 1992?
68. After Arthur's death, what did his hometown of Richmond do to honor Arthur?

#### **Extension/Higher Level Thinking**

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *The Story of Tennis Champion Arthur Ashe* mean to you after reading? How did your perceptions of Arthur Ashe change after reading the story?
2. How did Arthur Ashe use persistence and determination to achieve his goals? What lessons did Arthur learn along the way that influenced both his personal and professional life?
3. How did Arthur's style as a tennis player reflect his personality? How did the way that he played tennis mirror or reflect Arthur's actions in real life?
4. How were the different figures in Arthur's life influential in his career? How did Arthur's coaches and father play a significant role in his development as both as well-rounded person and incredible tennis player?
5. Why did Arthur become involved in several different social causes? What made him want to create awareness around issues other



than tennis? How was he an influential and important social activist?

6. How did Arthur show that it's possible to be both a professional athlete and educated activist? Why was it important that Arthur was both diligent as a tennis player, but also was well read and passionate about social causes?
7. In what ways did Arthur overcome the many different obstacles in his life, starting at an early age? What were the different techniques and ways that Arthur overcame racist and emotional barriers?
8. What kind of legacy did Arthur leave? How did he make an impact as both a social activist and tennis player? Why was he honored for his work? What are the different ways that he is admired and acknowledged today?
9. How would you describe Arthur Ashe to a person who had never heard of him before? What are some of the qualities that you would use to speak about Arthur? What are the most important things to say when explaining Arthur's life and legacy?
10. Explore the structure of the text. Was it written as chronology, comparison, cause/effect, or problem/solution? Why do you think the author made this choice? How does it compare to other texts you have read?

### Reader's Response

*(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)*

1. What is one big thought that you have after reading this book? Think about Arthur's dedication to his tennis career as well as the causes that he was passionate about. How did he show dedication to both tennis and to his social activism work?
2. What do you think the essential message is to the reader? Think about possible motivations behind Crystal Hubbard's intentions to write

the book. What do you think she wanted to tell her readers?

3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Arthur's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *The Story of Tennis Champion Arthur Ashe*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. How has a family member, teacher, or coach impacted your life? Arthur Ashe was inspired by some early lessons from his father and both of his coaches. How has a family member, coach, or teacher's words inspired you to pursue an important cause in your life?

### ELL Teaching Activities

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)*

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
  - Review each chapter and have students summarize what is happening in the chapter, first orally, then in writing.



- Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about how Arthur's story inspired them and how he showed dedication to both tennis and social activism.
  5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word. Guide students to the glossary at the back of the book for further definitions.
  6. Use the text features to help ELL students make sense of what they're reading. The table of contents, chapter titles, callout boxes, bolded words, and diagrams are all visual aids in helping students prepare to engage with the text.
  7. There are many tennis terms used throughout the text. Create a pictorial input chart of a tennis court. As you sketch, talk about each part of the court and label with key vocabulary words. Ask students questions as you talk and sketch. Encourage students afterward to orally read the vocabulary from the chart and replicate the sketch for their own reference. Keep the image up throughout the course of using the book.

## INTERDISCIPLINARY ACTIVITIES

*(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)*

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English Language Arts

*(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)*

*(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)*

*(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)*

1. Provide students with the opportunity to reflect on how Arthur's father and his coaches, Ron Charity and Dr. Johnson, played a role in the development of his tennis career. Have students write a reaction essay to all of the different influences that Arthur had in his life, and how they affected him both personally and professionally. Students can create a chart with three columns, one column dedicated to each influential figure, to map out their ideas. How were these three individuals different in their approaches to helping Arthur? How were they similar? As a follow-up activity, encourage students to write about a coach, teacher, or family figure who has influenced and motivated them to pursue their dreams, and what those mentors did to inspire the student to work hard. How are those people different in their coaching and teaching styles? How are they similar?
2. If possible, have students watch videos of Arthur playing tennis (<https://www.youtube.com/watch?v=pgQhyiaAMeY>). Have students write a journal entry in response to watching the famous Wimbledon championship with





- Jimmy Connors. How did watching the actual tennis match compare to reading about it? How did the intensity of the game compare to how the author, Crystal Hubbard, wrote about it in the book? What was similar? What was different? What was surprising?
3. Have students think about expository nonfiction versus narrative nonfiction. How was reading *The Story of Tennis Champion Arthur Ashe* different from reading a newspaper article about Arthur? Have students read the article, “‘Arthur was always different’: Reflecting on Ashe’s legacy, 50 years after U.S. Open win” ([https://www.washingtonpost.com/sports/tennis/arthur-was-always-different-reflecting-on-ashes-us-open-win-50-years-later/2018/09/03/927cd7e4-afae-11e8-a20b-5f4f84429666\\_story.html?utm\\_term=.b2a709b942f6](https://www.washingtonpost.com/sports/tennis/arthur-was-always-different-reflecting-on-ashes-us-open-win-50-years-later/2018/09/03/927cd7e4-afae-11e8-a20b-5f4f84429666_story.html?utm_term=.b2a709b942f6)). Have students create a Venn diagram with the headings, “Narrative Nonfiction: *The Story of Tennis Champion Arthur Ashe*” and “Expository Nonfiction: ‘Arthur was always different’: Reflecting on Ashe’s legacy, 50 years after the U.S. Open win.” Students can compare and contrast the different formats of the texts and the information they learn in both.
  4. Encourage students to select a resource from the Text & Sidebar Sources from the back of the book. Students can examine the piece, whether it’s a book, video, photograph, or website, and write a reaction to how they think the author and illustrator were informed by this text source and how it helped to develop the book.
  5. Have students pick one of Arthur’s quotes from the back of the book that resonates with them the most. Then have students write a reflective essay about what why that quote stood out to them and how it’s meaningful in their lives. Why do they think Arthur said that particular quote? What might have been his purpose behind saying it, and how is it influential today?
  6. After reading *The Story of Tennis Champion Arthur Ashe*, encourage students to look at more resources about Arthur Ashe. Some additional sources of information include articles from *The New York Times* (<https://www.nytimes.com/2018/08/27/books/review/arthur-ashe-raymond-arsenault.html>) and *The San Francisco Chronicle* (<https://www.sfchronicle.com/sports/jenkins/article/The-U-S-Open-begins-with-memories-of-Arthur-Ashe-13184139.php>). Students can pick a photo, fact, or anecdote about Arthur and write a reaction to it. What did they learn about Arthur from this source that they hadn’t learned in the book? Encourage students to think critically about and analyze the difference between reading an informational text and looking at facts and photographs. How did they learn differently? What did it make them think about?
  7. Have students read the LEE & LOW interview with Crystal Hubbard about her picture book, *Game, Set, Match, Champion Arthur Ashe* (<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe/interviews>). Have students write a journal entry in response to the interview. What did the interview make them think about? What new information did they learn about Arthur Ashe and the author? What resonated with students the most after reading the interview? What other questions would they like to ask Crystal Hubbard after reading the chapter book version, *The Story of Tennis Champion Arthur Ashe*?
  8. Have students think about the main idea and details for a chapter of their choosing. Looking at the table of contents, have students pick a chapter that interested them. Then, have students write three key details, the most important information, in that chapter. Students can then generate the main idea, or what the chapter was mainly about. Finally, have students form small groups with each student representing a different chapter to share their results.



Details:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Main Idea: \_\_\_\_\_

### Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Help students investigate and conduct a research project on apartheid in South Africa. One of Arthur Ashe’s main causes for social activism was apartheid in South Africa. Have students find out more information about apartheid and how it affected both South Africa and the world.
  - The National Education Association has classroom resources for teaching about Nelson Mandela, apartheid, and South Africa ([nea.org/tools/lessons/57530.htm](http://nea.org/tools/lessons/57530.htm)).
  - The Boston University African Studies Center also has suggested reading material about Nelson Mandela and apartheid for elementary, middle, and high school students (<https://www.bu.edu/africa/files/2013/12/Nelson-Mandela-teaching-resources1.pdf>).
  - PBS has activities and videos in a unit called, “The Battle to End Apartheid,” which centers around the film *Twelve Disciplines of Nelson Mandela*, (<http://www.pbs.org/pov/twelvedisciplines/lesson-plan/>) and another series of lesson plans called “South Africa after 10 years of freedom” (<http://www.pbs.org/newshour/extra/lessons-plans/south-africa-ten-years-freedom/>).
2. Have students examine the timeline in the back of the book, and create a new timeline based on historical events that were occurring during that time period. In order for students to understand the historical context of Arthur’s life, encourage students to research what other events were happening in that time. Display both enlarged timelines in the front of the class so that students have easy access to both the dates and events. Students can work in groups in different years (i.e. 1960-1965) and then add their events and findings to the class timeline, located below the enlarged timeline from the book.
3. In the beginning of *The Story of Tennis Champion Arthur Ashe*, Arthur was not allowed to play on specific tennis courts because they were segregated. Have students research how other athletes were affected by segregation, and how it influenced their abilities to play and the development of their careers. Another Lee & Low title, *Sixteen Years in Sixteen Seconds* (<https://www.leeandlow.com/books/sixteen-years-in-sixteen-seconds>) showcases Olympic swimmer’s Sammy Lee’s experiences with segregations and limitations just because of his race. Students can conduct an online research study about different athletes and segregation, and then write a comparative essay in regard to Arthur’s experiences.
4. As a follow-up activity, encourage students to research other athlete-activists and how they affected history, both in their sport and in society. What did they accomplish? How did they raise awareness around the particular cause that they were passionate about? Why did they become activists about this issue, and how were they perceived in their profession? Other Lee & Low titles about athlete-activists include *Catching the Moon* (<https://www.leeandlow.com/books/catching-the-moon>), *Surfer of the Century* (<https://www.leeandlow.com/books/surfer-of-the-century>), *Jim Thorpe’s Bright Path* (<https://www.leeandlow.com/books/jim-thorpe-s-bright-path>), *The Last Black*



*King of the Kentucky Derby* (<https://www.leeandlow.com/books/the-last-black-king-of-the-kentucky-derby>), *Louis Sockalexis* (<https://www.leeandlow.com/books/louis-sockalexis>), *Silent Star* (<https://www.leeandlow.com/books/silent-star>), and *Paul Robeson* (<https://www.leeandlow.com/books/paul-robeson>). Students can select one athlete, conduct a research project on that athlete, and present their findings in a variety of formats: written essay, visual presentation, a combination of both, and more.

### Science/STEM

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3 and Presentation of Knowledge and Ideas, Strands 4–6)

1. Encourage students to learn more about HIV/AIDS and its effects on history. Students can find out how the disease originated and what other populations it has affected. What are the symptoms, and what were the courses of treatment over time? Students can also examine how HIV/AIDS was stigmatized in the media, and how Arthur helped bring awareness to the virus. Discovery Education has a lesson plan called “The Science of HIV” with more information and resources about how to teach about HIV to students (<http://www.discoveryeducation.com/teachers/free-lesson-plans/the-science-of-hiv.cfm>).

### Arts/Performing Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students create a drawing, painting, or other visual representation after reading

*The Story of Tennis Champion Arthur Ashe*. Encourage students to think about how the story impacted them and why it motivated them to create this particular art piece.

### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. If possible, provide students with a copy of LEE & LOW’s *Game, Set, Match, Tennis Champion Arthur Ashe* (<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>). Encourage family members to read the picture book version of *The Story of Tennis Champion Arthur Ashe* at home. Have students and their families talk about what hard work, dedication, and social activism means to them.
2. Encourage families and children to learn more about tennis. If families don’t have access to a tennis court, families and children can watch a tennis tournament together streaming online or on television, such as Wimbledon or the US Open. Who are their favorite players? Why? Why do they like to watch and/or play tennis? Families can research the National Junior Tennis League, founded by Arthur Ashe, to find out more information about youth tennis in their area (<http://www.ustafoundation.com/njtl/>).



### Nonfiction Text Features

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

Types of Print	Point students to the words that are darker in the book, such as <b>forehands</b> . Why do they think those words are darker, or in bold? What can they use to figure out what the word means if they do not know the meaning? Encourage students to look at the rest of the sentence, and if they still don't know the word's meaning, then point them to the glossary.
Sidebar	When students see "Scoring in Tennis," why do they think that the text and format look different from the text on the first few pages in Chapter One? Why do they think that there are these specific parts in the book? What is the point of sidebars? What kind of information can they learn from sidebars?
Table of Contents	Point students to the Table of Contents prior to reading. Why do they think a Table of Contents exists? Why is a Table of Contents important?
Timeline	Show students the timeline in the back of the book. Encourage students to think about why timelines are important. After reading, make photocopies of the timeline and then cut up the different events. Have students rearrange and place the different events in order.
Glossary	Prior to reading, show students the glossary in the back of the book. Why do students think that there is a glossary? What can you find in a glossary? When students read and encounter a bold word, have them go to the glossary and read the definition.

Captions	Ask students why they think there is a line of text next to a photograph, illustration, or diagram. What is the purpose of that line of text, or a caption? How would it be different if there was no caption? Have students look at the photograph of Arthur Ashe with the police officer walking behind him. Have students describe what they see. Then uncover the caption. Have students describe what they see with the additional information in the caption. How do their feelings about the photograph change when they know the specific circumstances of the people in it? Use the caption and the rest of the page to describe the photograph in more detail.
Text Sources	Have students look at the text sources in the back of the book. Why do you think the author chose to include these? Why is it important to show the sources that you used in your writing? Have students select one of the web links (or books if available) and have them look for information that the author could have used in writing the book.
Title	Show students the text that comes after the chapter number. Then, have students read the title of that chapter and make a prediction from the words about what the chapter is going to be about. How does the title of the chapter help them to think about what they're about to read?
Diagram	Show students the diagram of a standard tennis court. Point to the labels with the different names of the places on a tennis court. What did they learn from this image that they wouldn't have if there weren't labels on the diagram? How did the labels help students understand the diagram of the tennis court better?



## ABOUT THE AUTHOR

**Crystal Hubbard** is a sports buff and full-time writer who was lucky enough to meet Arthur Ashe as a young girl. Her Lee & Low titles *The Last Black King of the Kentucky Derby* and *Catching the Moon: The Story of A Young Girl's Baseball Dreams* have been recognized with several honors. Hubbard lives in St. Louis, Missouri with her family.

## ABOUT THE ILLUSTRATOR

**Kevin Belford** is an illustrator and fine artist whose work has been featured in books, newspapers, magazines, and advertisements. Belford lives in St. Louis, Missouri.

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

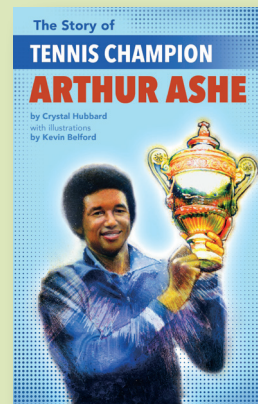
<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for *The Story of Tennis Champion*

Arthur Ashe



\$8.95, PAPERBACK

9781620147894

96 pages, 5-1/2 X 8-1/4

\*Reading Level: Grade 6

Interest Level: Grades 3–7

Guided Reading Level: X

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

**THEMES:** Nonfiction, Middle Grade, United States History, Sports, Sharing & Giving, Identity/Self Esteem/Confidence, Responsibility, Overcoming Obstacles, Occupations, Mentors, History, Heroism, Families, Dreams & Aspirations, Discrimination, Civil Rights Movement, African/African American Interest, Biography/Memoir, Sports History, Integrity/Honesty, Leadership, Persistence/Grit, Respect/Citizenship, Self Control/Self Regulation, Pride, Courage, Empathy/Compassion, Fathers, Friendship, Informational Text, Kindness/Caring, Optimism/Enthusiasm, Protest

## RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>

*All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.*