



Arthur Ashe Essay Contest

Lessons from NJTLT's Literacy Module I:
"Respecting Others and Ourselves"





TABLE OF CONTENTS

Introduction	Page 2
Activity Description	Page 3
Activity 1 (app. 45-60 min)	Pages 4-5
Activity 2 (app. 45-60 min)	Pages 6
Activity 3 (app. 45-60 min)	Pages 7-9
ATTACHMENT I (optional)	Page 10
ATTACHMENT II (optional)	Page 11
ATTACHMENT III	Page 12
ATTACHMENT IV	Page 13

INTRODUCTION

The NJTL of Trenton’s *Arthur Ashe Essay Contest* module includes three activities from their literacy program: “Respecting Others and Ourselves.” The activities provide step-by-step instructions and take approximately 45 minutes to complete. Please note that the activities provide pre-writing/brainstorming lessons as it is important for “writers” to get to know themselves and the subject matter before completing an essay.

Common essays are written to inform, persuade, describe, explain, or interpret a particular topic. The *Arthur Ashe Essay Contest* asks more of us. It encourages us to learn about the life of Arthur Ashe and to relate his journey to our own lives. We are asked to identify a place where his life work and our lives may meet. Clearly, we all meet on a court and share the joy and challenges of tennis. Arthur Ashe showed us how to face both victory and defeat. He honored and loved his family, and advocated for thousands of people through his accomplishments on and off the court and his commitment to social justice. The *Arthur Ashe Essay Contest* invites you to explore your life and share the ways Mr. Ashe has influenced you through his words and actions. Where do you “meet” Mr. Ashe? On or off the court?

NJTL of Trenton’s first Literacy Module includes specific essay contest activities to help you learn about Mr. Ashe, to discover some of your own talents and to help you write an essay that will continue the legacy of his life. If you choose to write the essay, it can be no longer than 300 words – so think wisely!

We invite you to complete the essay and find the courage to follow your dreams. Use Mr. Ashe’s words and actions as models for growth on and off the court. One must never stop learning...or dreaming.



ACTIVITY DESCRIPTION

NJTL of Trenton’s Arthur Ashe curriculum module provides 11 activities/lessons that prepare the children to write an essay and/or draw a picture for the USTA/NJTL Arthur Ashe Essay Contest. Each ACTIVITY represents a specific lesson and includes an informational table that depicts the outcome(s) of the lesson, the educational standard(s) associated with the lesson, the materials needed for the lesson and the estimated time it will take to complete the lesson. The literacy activities are set up to build upon one and other, and are connected to the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) standards. The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society.

Each activity has three sections: SERVE, RALLY and POINT. This format remains consistent throughout the module, and has been created to keep the lessons simple and easy to follow. The following are brief descriptions of each section:

SERVE – *“The introductory part of the lesson.”*

This section is intended to create dialogue with the students. It gets them thinking and sharing their ideas with their peers and the instructor.

RALLY – *“The main idea of the lesson.”*

This section is the main instructional part of the lesson. Step-by-step explanations, discussions and directions are provided so that the students are prepared for the “POINT”.

POINT – *“The product or goal the children will accomplish.”*

This section describes what the students will do or create with the information that has been presented in the Rally. The product should be something that demonstrates understanding of the concepts presented. When appropriate, student work should be shared with specific *audiences* (e.g., other students, parents, teachers, etc.) or put on display for others to appreciate.



ACTIVITY 1: Who Was Arthur Ashe?

OUTCOME	STANDARDS	MATERIALS
Students will learn about the life, accomplishments, and principals of Arthur Ashe	Students conduct research on issues and interests by generating ideas and questions. They gather, evaluate, and synthesize data from a variety of sources	<ul style="list-style-type: none">• Arthur Ashe DVD• Instructor made charts• Pencils
		TIME 45 minutes

SERVE

1. Ask: Who was Arthur Ashe and what did he do? Turn and talk to your partner and share what you know about Mr.Ashe.
2. When talking quiets, ask kids to share what either they or their partner knows about Arthur Ashe.

RALLY

1. Tell the kids that after they watch the video they will be gathering ideas on a chart or gathering sheet. They will record what they see, what they think about it and what it makes them wonder. If they need to, they may take notes as they view.
2. View Arthur Ashe video – (15 minutes)

POINT

1. Prepare and place three charts in the room.
2. Label Chart I as “What I see”, Chart II as “What I think about it” and Chart III as “It makes me wonder...”
3. Give students markers and ask them to place at least one idea on each chart.
4. Discuss and share ideas written on charts about video. Ask again, “Who was Arthur Ashe and what did he do?”
5. Free write – ask kids to go to their notebooks and write or sketch about Arthur Ashe or what the video made them wonder about for about 5 silent minutes or use the attached gathering sheet.

**Attachments 1 & 2 may be used to provide additional information about Arthur Ashe



Gathering Sheet 1 – Arthur Ashe Video (save for essay contest)

Write or sketch some ideas -- share with teammates -- staple this sheet into your writer's notebook.

What I saw and heard....
I think...
I will remember that...
This reminds me....



ACTIVITY 2: Writing a Personal Essay
“Admiring past winners – Winning Essays”

OUTCOMES	STANDARDS	MATERIALS
Students will read essay winners from previous contests and identify components of strong essays. Students will note thesis statements or controlling point.	Students use spoken, written and visual language to accomplish their own purposes	<ul style="list-style-type: none">• Copies of winning essays• Highlighters or pencils <p>TIME 45 minutes</p>

SERVE

1. To learn how to write an essay it is important to have models. We will read past winners of the *Ashe Essay Contest* and notice/compare what these writers did well.

RALLY

1. Distribute copies of past winning essays and ask each person to read silently
2. Teacher then reads essay aloud
3. What did this writer do well? What lines, phrases or words do you notice? Underline the words or ideas that you noticed. Turn and tell your partner what you think this writer did well.

POINT

1. Ask: “What did this writer do well in their essay?” Encourage students to notice strong verbs, and details that express feelings. Reinforce participation.
2. Explain – Each essay should contain a thesis statement or a controlling idea. This idea is the boss of the paper. All the other paragraphs have to do what this idea tells them to do.
3. The thesis statement is usually the last few sentences in the first paragraph. Ask students to underline the thesis statement or main idea of the essay.

**Attachments III & IV are sample winning essays from 2009



ACTIVITY 3: Writing a Personal Essay
“Hey, I Have Something Important to Say!”

<p>OUTCOMES</p> <p>Students will create a thesis statement or main idea for their essay.</p>	<p>STANDARDS</p> <p>Students use spoken, written and visual language to accomplish their own purposes</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> • Markers, pencils • Chart Paper • Notebooks • Copy of past winning essay • Teacher prepared charts <p>TIME</p> <p>45 minutes</p>
---	--	--

SERVE

1. For many young writers, figuring out **what** they want to say or the point they want to make is very challenging... **A thesis statement is a sentence telling the reader what the essay will be about (topic) and expresses the writer’s opinion about the topic.** Developing an effective thesis statement is one of the more challenging aspects of writing an essay. It is often the last sentence or two in the opening paragraph. For 2009, their thesis statement or main idea will be prompted by this question:

What was Arthur Ashe’s greatest accomplishment?

RALLY

1. Place the current question on a poster and share and discuss it with the kids.
2. Ask and review significant achievements in Ashe’s life. Re-read the thesis statement from John Wilson’s essay. (Last two sentences in introductory paragraph, see below) Ask the kids to read the statement silently and then read John’s thesis statement aloud.

“...Because of the way he lived his life off the court, that made his life so important to so many people including me and my family. Arthur Ashe was not selfish and he spent more time giving than he did asking or getting.”



ACTIVITY 3 Continued:

POINT

1. Explain that today they will be writing a thesis statement or main idea for their essay. They will also be gathering facts and ideas to support their main idea. Write the following three statements on a chart. Have teams work together to try and fill in the statements.

Chart 1:

When Arthur Ashe won the US Open he changed my life because now...

Chart 2:

Arthur Ashe being the first African American to win the US Open is important because...

Chart 3:

Arthur Ashe and I share a dream... someday I plan to...

2. When teams or partners have ideas, ask them to share with the larger group.
3. Ask students to decide what accomplishment or achievement was Ashe's most important contribution.
4. Provide 20 minutes or more of quiet writing time to allow students to complete planning and organizing sheet. Peek over shoulders and encourage.
5. After completing the organizing sheet, students will have selected an accomplishment to write about and gathered some ideas to explain why it is their choice.
6. Have students read their main ideas to the group.



ACTIVITY 3 Continued:
Arthur Ashe Essay Contest Planning/Organizing Sheet

Arthur Ashe accomplished many things in his life. What do you think is his greatest achievement? Complete the statements below and include as much detail as you can. Then, use this sheet to write your essay.

I think Arthur Ashe's greatest achievement is...

I think this is his best achievement because...

1. _____
2. _____
3. _____

This achievement affected many other people in the following ways:

1. _____
2. _____
3. _____

How has this accomplishment impacted you, your world or your future?

1. _____
2. _____
3. _____

Other cool facts or opinions about Arthur Ashe:



ATTACHMENT I (ACTIVITY 1): A Brief Story about Arthur Ashe

~ Created by NJTL of Trenton, Pat O'Brien ~

(This story was written for your students. It can be used as another source of information about Arthur Ashe.)

Ronald Charity was the best tennis player in Richmond. One hot summer day, Arthur Ashe, age 6, sat by the tennis court watching Ronald Charity practice. He sat alone and watched and watched and watched. Then, something wonderful happened. Ron invited Arthur onto the court! Art had his Daddy's racket (which was too big for him) and one old tennis ball. Art tossed that worn white ball into the air and swung that big racket with two hands like a baseball bat. Wham! The ball soared over the backboard and landed out of sight.

"Would you like to learn to play?" Ron asked Arthur.

"Yes, I would!" Arthur answered. And Arthur's life and the world of tennis changed.

Arthur worked hard and learned a lot from Mr. Charity. He learned about his grip. He learned about a forehand and a backhand. Mr. Charity taught him to follow through. Art learned to hit with topspin and no spin. He learned to respect his opponents. Arthur learned to lose and to win without showing off or bragging. In return, Arthur helped Mr. Charity by picking up balls for other students.

Having just losing his mother, and just finding tennis, Arthur practiced hard. He often spent hours at the backboard hitting the ball over and over again. Jackie Robinson was a hero to young Arthur and Arthur began to dream a big dream. He dreamed that he could be great too.

And that dream came true. Arthur went on to become an international tennis champion. He won at Wimbledon (1975) the U.S. Open (1968) and the Australian Open (1970) In 1968, Arthur Ashe was ranked number one in the world. Arthur Ashe was the first African American to be named to the Davis Cup Team (1963) and later became the team captain. He won 33 professional events and 35 amateur titles.

Arthur also believed in family. He married a photographer, Jeanne Moutoussamy, a woman he met while attending a benefit for the United Negro College fund. They had a daughter named Camera. Camera and Arthur loved to read together, sing and play tennis. In *Daddy and Me*, they discover that love is the best medicine.

Arthur also became a champion off the court. He believed strongly in helping others. Arthur believed in fairness and equal opportunities for all people. He protested against apartheid. Arthur wrote *A Hard Road to Glory*, a three-book history of African American athletes. He developed the Arthur Ashe Foundation for the Defeat of AIDS. One of his most vibrant dreams was the founding of the NJTL.

With support from his friends Charlie Pasarell, and Sheriden Snyder, Arthur Ashe founded the NJTL in 1969. He hoped to bring the game he loved to public parks. He also hoped to give kids the chance to learn how to be successful in life. Arthur believed in the power of education, mentorship and sports. Through his words and actions, Mr. Ashe gave us many gifts, and shared his life with all of us.



ATTACHMENT II (Activity 1): A Lifetime of Achievements

1943	Born in St. Philips Hospital (medical center for African Americans) to Arthur and Mattie Ashe, July 10
1947	Arthur Sr. accepts job as park guard and moves to Brook Field Park in Richmond Virginia
1948	Brother Johnnie is born
1950	Mattie Ashe dies; Meets Ronald Charity
1953	Begins training with Dr. Robert Walter Johnson
1955	Wins ATA singles tournament. Applied to USLTA – rejected because he was African American.
1956	Wins ATA tournaments
1957	Wins ATA tournaments
1958	Wins ATA tournaments
1960	Moves to St. Louis to complete high school –graduates with highest grades in his class, earns full scholarship to UCLA
1961	Wins ATA doubles tournament with Ron Charity...and wins the National Junior Indoor Singles title
1963	Competes at Wimbledon for the first time; Wins National Hardcourts crown; First African American named to Davis Cup Team
1964	Received Johnston award for sportsmanship and skill
1966	Graduates from UCLA – inducted into Army
1968	Wins US National singles and US Open , semi-finals at Wimbledon
1969	Founded NJTL with Charlie Pasarall, Sheridan Snyder; Started antiapartheid protest against South Africa
1970	Wins Australian Open
1973	First black to compete in South African tournament
1975	Wins Wimbledon men’s singles tournament; Wins World Championship singles tournament
1977	Marries Jeanne Moutoussamy; Wins Australian Open
1979	Suffers heart attack – undergoes surgery
1980	Retires from tennis
1981	Named captain of Davis Cup team
1985	Inducted in the Tennis Hall of Fame
1987	Camera is born
1988	<i>A Hard Road to Glory</i> published; Learns he is HIV positive
1989	His father, Arthur Ashe Sr. , dies
1992	Announces he has AIDS
1993	Dies February 6 - <i>Days of Grace</i> , published

Works Sited:

Ashe, Arthur. *Days of grace a memoir*. New York: Alfred A. Knopf, Distributed by Random House, 1993. Print.

Collins, David R. *Arthur Ashe against the wind*. New York: Dillon, Maxwell Macmillan Canada, Maxwell Macmillan International, 1994. Print.

Mantell, Paul. *Arthur Ashe Young Tennis Champion (Childhood of Famous Americans)*. New York: Aladdin, 2006. Print.

Moutoussamy-Ashe, Jeanne. *Daddy and me a photo story of Arthur Ashe and his daughter, Camera*. New York: A.A. Knopf, Distributed by Random House, Inc., 1993. Print.



ATTACHMENT III (Activity 2): Winning Essay Sample One

2009 Arthur Ashe Essay Contest

Boys 11/12

John W., Dallas NJTL

“From what we get, we make a living; from what we give, however, we make a life.”

ARTHUR ASHE: OFF THE COURT HERO

In Kindergarten through fourth grade, I attended St. Phillips elementary school. Most of the students at St. Phillips were African American and some were Hispanic. One day each year, the students got to dress up as their favorite African American Hero. Each year, I dressed up as Arthur Ashe. I was just learning about tennis and liked to hear about how he won Wimbledon, the US Open and the Davis Cup. Arthur Ashe was my hero for all the great things he did on the court. I wanted to be just like him. However, now that I am learning about all the things he did off the court, I really appreciate him much more. Because of the way he lived his life off the court, that made his life so important to so many people including me and my family. Arthur Ashe was not selfish and he spent more time giving than he did asking or getting.

I am twelve years old and a 7th grader at George B. Dealey Middle School. I have four younger brothers. Each of my brothers also love to play tennis. Even though, both of my parents work, we can not afford to join country clubs and get private lessons that others enjoy. However, we have been blessed with the Slam Jammer program which is a part of the NJTL program started by Arthur Ashe. The Slam Jammer program pays for our lessons and tournament entry fees. It if wasn't for the slam jammer program, I could not have advanced to the level of Texas Super Champ. It was what Arthur Ashe did with his life off the court that his helping me, my brothers and others right now.

Arthur Ashe was not selfish. He spent more time giving than he did getting. Arthur Ashe started giving at a young age. As a child, he helped his father give food and clothes to the poor. He committed himself to AIDS awareness and education. He spoke out against Apartheid in South Africa and stood firmly in opposition of racism in the United States. It was not enough for him that he won three Grand Slam titles and over 800 career victories but he used his tennis fame to speak out on all the things he saw wrong with the world. His life tells me that I need to do a lot more giving than getting. I am not too young to start giving back and helping others.

Although it is really nice to remember what Arthur Ashe did on the court, it is what he did with his life off the court that continues to help people. If I do become a tennis professional, I want people to remember me by how I lived my life off the court. What I did to help the poor, the needy and others, like my off the court hero, Arthur Ashe.



ATTACHMENT IV (Activity 2): Winning Essay Sample Two

2009 Arthur Ashe Essay Contest

Girls 15/16

Elizabeth W., Paul Urban Tennis

“From what we get, we make a living; from what we give, however, we make a life.”

“From what we get we make a living; what we give, however, makes a life.”

These profound words were spoken by Arthur Ashe. Arthur was an influential man who made a large impact on history. He was the first man of color to play professional tennis and he also spoke out on a number of topics such as racial prejudices and AIDS. Arthur always practiced what he preached. He was a living representation of his words. Arthur was an inspiration to players all around the world.

Arthur Ashe’s quote means that we have the power to make someone else’s life better. Sometimes life is unfair and hard because of something someone else has done to us. We have to learn that our actions affect others in a positive or a negative way. Whether it is positive or negative depends on our own willingness to help someone. When Arthur says that we make a life by what we give, he wanted us to realize that even the smallest gestures can have a large impact on others. Once we come to this realization, we can learn to be positive influence on those around us. We have the power to form someone by what we say or do. Every life is somehow connected to another life which is linked to another and so on. Therefore, when we display kindness and virtues to one person, that one person may show the same kindness to another person and so on. This kindness may, eventually, make its way back to us. This chain can either be a circle of kindness or a circle of violence. It all depends on which type of act we decided to pass on to the next person.

Arthur had already come to terms with this knowledge and wanted to teach it to us, so he displayed it through actions and words. All we have to do is take the time to try to understand. Arthur Ashe wanted us to persevere through the tough times in our lives yet remember to not make others go through those some hardships. To do this, we must spread kindness throughout the world.