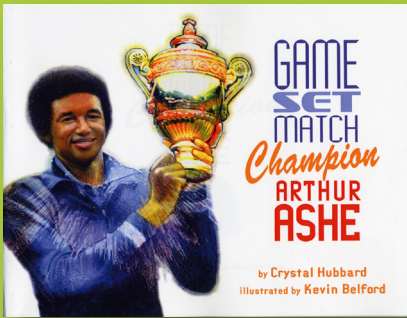


## TEACHER'S GUIDE



LEE & LOW BOOKS

## Game, Set, Match, Champion Arthur Ashe

written by Crystal Hubbard, Illustrated by Kevin Belford

### About the Book

**Genre:** Nonfiction  
(Biography)

**\*Reading Level:** Grade 6

**Interest Level:** Grades 3–8

**Guided Reading Level:** T

**Accelerated Reader® Level/  
Points:** 6.2/1.0

**Lexile™ Measure:** 960L

\*Reading level based on the Spache  
Readability Formula

**Themes:** Sports (Tennis),  
Segregation, Overcoming  
Adversity, Family,  
Humanitarians, African  
American Interest

### 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 U.S. 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.

*Game, Set, Match, Champion Arthur Ashe* is a heartfelt, action-packed tribute to one of the most compelling athletes and humanitarians of the twentieth century. An example of quiet grace and dignity on and off the tennis court, Arthur Ashe set a shining example for us all.



## BACKGROUND

### *Adapted from the Author's Note*

“When my oldest sister, Kim, was twelve she had a crush on Arthur Ashe, which is why I found myself in Mr. Ashe’s presence not once but twice when I was eight years old. The first time, Kim wanted to attend an exhibition and clinic Mr. Ashe was conducting at the 178th Artillery Armory in St. Louis. Our mother dropped us off, and Kim was to supervise my sisters and me. But Kim didn’t pay us any attention. She only had eyes for Mr. Ashe. Maybe she thought they were destined for each other, since he and our mother shared a special July 10 birthday. Whatever his appeal, I didn’t see it. He was taller and skinnier than any man I knew. Still, when Mr. Ashe spoke, his quiet, even voice managed to calm everyone in the arena, even me, a practiced jabber mouth.

When Mr. Ashe sat up to sign autographs after the clinic, Kim was so shy and lovestruck that she froze. Her tense, sweaty hands shoving my shoulders were the last thing I felt before I found myself standing before Mr. Ashe. He took a black-and-white 8 x 10 photo of himself from a pile at his elbow.

‘What’s your name?’ he asked in that alarmingly calm voice. ‘Crystal,’ I told him. Mr. Ashe began writing on the photo. I thanked for the photo and started away, but he called after me. Perhaps he’d noticed that my sisters and I were, along with him, among the very few people of color in attendance. ‘Do you and your sisters play tennis?’ he asked. ‘I don’t,’ I told him. ‘But my sister Kim does.’ ‘Good,’ Mr. Ashe said. ‘That’s very good.’ As I handed the photo over to Kim, I couldn’t stop thinking about Mr. Ashe. He was dressed like a tennis player, and I’d just seen him play, but I couldn’t stop thinking

of him as a teacher. His bright smile, distinctive glasses, and instructive yet warm delivery added up to a science teacher in my eight-year-old brain, not a superstar athlete...

Arthur Robert Ashe, Jr. is remembered as a champion, a man who became a citizen of the world and who had a vast impact not only on sports but on the way people treat one another. I’ll always remember him as a man who made a lasting impression on a quirky little tomboy with a passion for writing. Days of Grace, Mr. Ashe’s final memoir, ends with words to his daughter. Given his generosity and kindness, I remain convinced that these words are a gift to us all: ‘[W]herever I am when you feel sick at heart or weary of life, or when you stumble and fall and don’t know if you can get up again, think of me. I will be watching and smiling and cheering you on.’” – Crystal Hubbard

### **Afterword**

“In the years following his Wimbledon win, Arthur Ashe’s competitive tennis career began to wind down. He became more devoted to his life off the court, and on February 20, 1977, he married a beautiful photographer named Jeanne Marrie Moutoussamy. On December 12, 1986, they welcome a daughter, naming her Camera Elizabeth.

In 1979, at the age of thirty-six, Arthur had a heart attack following a tennis clinic in New York City. Surgery fixed the problem, but his competition days were over. Being named captain of the U.S. Davis Cup tennis team eased Arthur’s move off of the courts. He led his team to victories in 1981 and 1982. After he stopped coaching in 1984, he became a tennis commentator for ABC and HBO and co-chairperson of the Player Development Committee of the United States Tennis Association



(USTA), the organization he helped to create in 1968 to promote inner-city junior players. Arthur also wrote *A Hard Road to Glory*, a three-book history of African American athletes.

Arthur's health continued to trouble him. He went to the hospital one day in 1988 after experiencing numbness in his right hand. After many tests, he found that he had HIV, the virus that causes AIDS. Doctors believed the infection came from a blood transfusion Arthur had received during a second heart surgery. Arthur had overcome chicken pox, measles, mumps, whooping cough, and diphtheria as a child. He knew that he wouldn't overcome HIV/AIDS, but he refused to let his illness break his spirit or stop him from pursuing the causes he promoted. He said, "If I were to say, 'God, why me,?' about the bad things, then I should have said, 'God, why me,?' about the good things that happened in my life.'

Arthur joined other famous African Americans on a trip to South Africa in 1991 to witness the ending of apartheid. And in 1992, he became a champion for AIDS patients. That same year, *USA Today* told him they planned to run a story announcing that he had HIV/AIDS. Arthur thought his health issues should be his own private business. Not wanting his daughter to find out he was sick from a newspaper article, he decided to reveal his illness to the world in his own way. On April 8, Arthur stood before reporters and television cameras and said, 'Some of you heard that I had tested positive for HIV, the virus that causes AIDS. That is indeed the case.'

People from all walks of life praised Arthur's courage. He was grateful for their compassion, and he kept fighting to raise research funds and awareness for HIV/AIDS. Arthur spoke to world leaders at the United Nations. He asked them to spend more money on AIDS education and finding

a cure. He wanted to make sure people knew enough about the disease to keep them from getting it and to stop being afraid of people who had it.

Arthur continued to champion other causes as well. On September 9, 1992, twenty-four years to the day after his historic U.S. Open victory, Arthur was arrested outside the White House for protesting America's poor treatment of Haitian refugees. *Sports Illustrated* named Arthur its "Sportsman of the Year" in its December 1992 issue.

Two months later, on February 6, 1993, Arthur Robert Ashe, Jr. died of AIDS-related pneumonia. He was forty-nine years old. Thousands of people lined up to say good-bye to him at the Governor's Mansion in Richmond, Virginia. More than five thousand people attended his funeral.

Even after his death Arthur continued to be a pioneer for integration. On July 10, 1996, a statue of Arthur was dedicated on Monument Avenue in Richmond. Amid white Confederate war heroes bearing sabers and sidearms stands the figure of Arthur Ashe, surrounded by children, raising books in his left hand and a tennis racket in his right hand."



## 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, Daddy Ashe, forehand shot, backhands, ground strokes, Ron Charity, sets, love, Richmond Racket Club, Dr. Robert Walter Johnson, Lynchburg, Virginia, American Tennis Association (ATA), Althea Gibson, Ball-Boy machine, backboard, race relations, St. Louis, Missouri, 138th Infantry Armory, baseline, volley, University of California, Los Angeles (UCLA), amateur, Balboa Bay Club, Newport, California, Wimbledon, Grand Slam, Julianna Ogner, exhibition match, carnations, All England Lawn Tennis and Croquet Club, serve-and-volley, sets, Chuck McKinley, Davis Cup, open era, Tom “The Flying Dutchman” Okker, aces, Australian Open, apartheid, South Africa, quarterfinal, semifinal, Centre Court

### Academic

segregated, secondhand, gloated, extensive, hone, unleashed, blistering, self-disciplined, courteous, dignified, snub, rival, opponent, weakness, flaw, sportsman, eligible, elite, fanfare, triumph, bested, hone, outwit, partway, intellect, restrained, adversaries, brash, limelight, sued, halfheartedly, exasperated, deft, hotheaded, fringing, antics, changeover, wits, instinctive, ferocious, hurl, backfiring, exhilarating

## 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)  
(Language Standards, Vocabulary Acquisition & Use, Strands 6)

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 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. What are sports or activities that are meaningful to you? How do you practice? What does it mean to work hard in that particular sport or activity? How do you improve, and what do you do to get better?
4. How did segregation affect African Americans? What was segregation, and when did it occur in this country?
5. 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?
6. 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)  
(Language Standards, Vocabulary Acquisition & Use, Strands 6)

1. **Book Title Exploration:** Talk about the title of the book, *Game, Set, Match, 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)  
(Language Standards, Vocabulary Acquisition & Use, Strands 6)

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

1. Where did Arthur grow up?
2. How were the tennis facilities structured in the early 1950s?
3. Where were African Americans allowed to play tennis?
4. Who was Arthur watching practicing tennis? What was his name and how was he important to the sport of tennis?
5. What are the different kinds of tennis strokes that Arthur learned from Ron Charity?
6. How are tennis matches divided? What is the scoring system in tennis matches?
7. What did Ron say to Arthur after Arthur's confidence was growing too much? What was his coaching advice, and how did it affect Arthur throughout his tennis career?
8. Where did Arthur spend his summers after he was ready to advance in tennis?
9. Who was Dr. Robert Walter Johnson? What were his accomplishments?
10. How did Arthur react to Dr. Johnson's coaching style? What were the differences between Dr. Johnson's and Ron's methods of coaching?
11. Who talked to Arthur and helped him through Dr. Johnson's camp? What did he say?
12. How did Arthur start to dedicate himself to learning Dr. Johnson's tennis techniques?
13. How did Dr. Johnson's training affect Arthur? How long did he train with Dr. Johnson?



“Tennis legend Ashe’s life, on and off the court, is the focus of this stirring picture-book biography...A long afterword, chronology, and bibliography complete this moving portrait.”

—**Booklist**

“The trials and achievements of tennis start Arthur Ashe, from his youth in the segregated South to his work fighting apartheid and successes on the court, are illuminated in this crisply written story about facing challenges and following dreams.”

—**Publishers Weekly**

“Hubbard paints a vivid picture of the challenges the young boy faced in segregated Richmond, VA, of the 1950s. Overall, a satisfying tribute to a distinguished athlete.”

—**School Library Journal**

14. 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?
15. What was Dr. Johnson’s idea about Arthur needing to play tennis year-round? Where did Arthur move and who did he live with?
16. How did Arthur change his style of play at the armory in St. Louis?
17. What style of play did Arthur come up with at the armory? What was it called?
18. What happened after Arthur graduated from high school?
19. Why was it monumental that Arthur was going to attend UCLA?
20. How did Arthur’s team react after the Balboa Bay Club did not allow Arthur to participate because he was black?
21. Who helped Arthur get to the Wimbledon championship? What did she see that inspired her?
22. How far did Arthur make it in the Wimbledon tournament? What did he learn from being at Wimbledon?
23. What team did Arthur win a spot on? How was this a historic event?
24. How did his hometown of Richmond honor Arthur?
25. What did Arthur accomplish at UCLA?
26. What was the “open era” of tennis? How did it affect Arthur?
27. Who was Tom “the Flying Dutchman” Okker? What was Arthur’s relationship with him?
28. 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? Who won?
29. Who did Arthur greet after his victory against Tom Okker?
30. What did Arthur win after he defeated Tom Okker? How did he feel about it?
31. What happened three months after Arthur’s US Open victory?
32. What did Arthur decide to do in 1969? What happened after this decision?
33. What did Arthur say when he went on the television show, Face the Nation?
34. How did Arthur become active in using his fame as a tool to help people, specifically black people?



35. What cause did Arthur become involved in? What influenced him to pursue this cause? How was Arthur active in this cause?
  36. Why did people not favor Arthur to win the Wimbledon tournament in 1975?
  37. How did Arthur study Jimmy Connors' style of play? What did he notice about how he needed to play in order to defeat him?
  38. How were Jimmy and Arthur different off of the court?
  39. How did the Wimbledon match begin? How was Arthur playing against Jimmy?
  40. What happened as the match went on? How was Jimmy behaving, and how did Arthur react?
  41. Who won Wimbledon? Why was this an important moment?
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. 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?
  7. What kind of legacy did Arthur leave? How was he impactful 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?
  8. 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?

### 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 *Game, Set, Match, Champion Arthur Ashe* mean to you after reading? How did your perceptions of Arthur Ashe change after reading this 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?

### Reader's Response

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

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

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

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 *Game, Set, Match, 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 a poem of their choosing. 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 the illustrations in order and have students summarize what is happening on each page, 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, look up and record word definitions from a dictionary, 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.
6. Complete frequent checks of understanding by having students reiterate main ideas and/or asking questions. You can also check their responses for comprehension.
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.

### Social and Emotional Learning

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

Social and emotional learning involves being aware of and regulating emotions for healthy





development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships (Adapted from <https://www.cde.ca.gov/sp/cd/Re/itfogsocemodev.asp>)

Use the following prompts to help students study the socio-emotional aspects of this book.

- How does Arthur Ashe use grit and perseverance throughout the book? Provide evidence from the text with different events that show how he used determination to get through difficult times.
- Which people in the book support Arthur's tennis career and his dream to become a player? Which characters challenge his dream?
- What gives Arthur confidence when he plays tennis? How did he develop a positive self-esteem, even though he encountered obstacles along the way?
- Choose an emotion that interests you: happiness, sadness, fear, anxiety, faith, hope, or perseverance. Illustrate or act out what that emotion looks like in *Game, Set, Match, Champion Arthur Ashe*.

## 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)  
(Language Standards, Vocabulary Acquisition & Use, Strands 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 help 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 they did to encourage them to inspire them 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 in the book? What was similar? What was different? What was surprising?
3. If possible, have students read *Game, Set, Match, Champion Arthur Ashe* and the chapter book counter-part, *The Story of Tennis Champion Arthur Ashe* (<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>). Have students compare and contrast the experiences of reading and engaging with both texts. What did they learn from *Game, Set, Match, Champion Arthur Ashe* that helped them to prepare to engage with *The Story of Tennis Champion Arthur Ashe*? What did students learn in *The Story of Tennis*



*Champion Arthur Ashe* that they didn't learn in *Game, Set, Match, Champion Arthur Ashe*? Have students write a reflection piece about the experience of reading both texts. Students can also examine how both picture books and chapter books are important for reading and learning.

4. As a follow-up activity, have students select a picture book biography in their classroom and create their own small chapter book about that historical figure. Have students conduct a research study about their own historical figure from a picture book biography of their choosing to simulate the process behind *Game, Set, Match, Champion Arthur Ashe* and *The Story of Tennis Champion Arthur Ashe* (<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>). Have students identify the different features in *Game, Set, Match, Champion Arthur Ashe* that would help to inform creating their own small chapter book about their historical figure. What kinds of information do they need to research? How should they present it in the book? What images, diagrams, or photographs would be helpful to their reader?
5. After reading *Game, Set, Match, 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 critically think 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?
6. 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 book?
7. Encourage students to read the Author's Note about Crystal's experience with meeting Arthur Ashe. How did this impact Crystal's life, and why was this so important to her? Have students think about if they could meet someone who is instrumental in their life, such as an athlete, musician, author, or any other figure that's relevant to them. What would it be like to meet them? What kinds of questions would they ask? Why would this be meaningful? How would it make them feel?
8. Complete an author study on Crystal Hubbard. Consider reading her other picture book biographies, *The Last Black King of the Kentucky Derby* (<https://www.leeandlow.com/books/the-last-black-king-of-the-kentucky-derby>) and *Catching the Moon: The Story of a Young Girl's Baseball Dream* (<https://www.leeandlow.com/books/catching-the-moon>). Compare and contrast the different themes and obstacles that the historical figures she writes about overcome. Display a chart in front of students with three different columns so that students can brainstorm and organize their ideas. Then, students can write their reactions in a compare and contrast essay and talk about how the books and historical figures are similar and different.



## 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)

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

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 Mandel 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 about 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 *Game, Set, Match, Champion Arthur Ashe* 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 and conduct a research project on that athlete and present on 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, Presentation of Knowledge and Ideas, Strands 4-6)

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

1. Encourage students to learn more about HIV/AIDS and its effects on history. Have students read the Afterword where the author provides more information about HIV and how it affected Arthur. 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/Media

(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)

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

1. Have students create a drawing, painting, or other visual representation of something that’s important to them, like a sport, playing a musical instrument, or doing another hobby. Why did they choose this particular object to illustrate? What does it mean to them?
2. Encourage students to select an illustration that resonated with them from the story. Have students write a reflection about that illustration. What stood out to them? How did

it make them feel? What did it make them think about?

## 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)

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

1. If possible, provide students with a copy of LEE & LOW’s *Game, Set, Match, Champion Arthur Ashe* (<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>). Encourage family members to read the picture book 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 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/>).



## 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/game-set-match-champion-arthur-ashe> (secure online ordering)

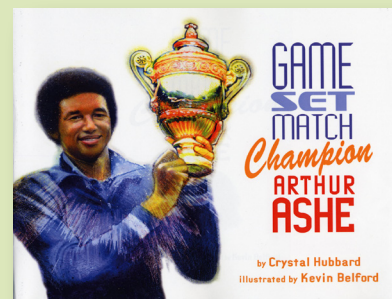
**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

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

## Book Information for

*Game, Set, Match, Champion*

Arthur Ashe



\$11.95, PAPERBACK

9781620143162

48 pages, 11 X 9-1/2

\*Reading Level: Grade 6

Interest Level: Grades 3–8

Guided Reading Level: T

Accelerated Reader® Level/  
Points: 6.2/1.0

Lexile™ Measure: 960L

**THEMES:** Sports (Tennis),  
Segregation, Overcoming Adversity,  
Family, Humanitarians, African  
American Interest

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/game-set-match-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.*