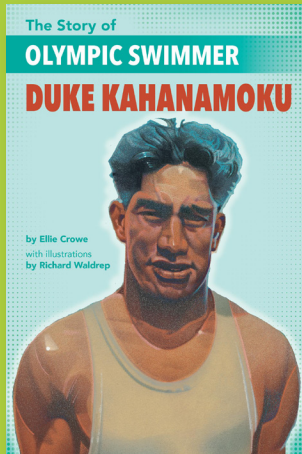


TEACHER'S GUIDE



LEE & LOW BOOKS

The Story of Olympic Swimmer Duke Kahanamoku

written by Ellie Crowe, illustrated by Richard Waldrep

About the Book

Genre: Nonfiction Biography

*Reading Level: Grade 5

Interest Level: Grades 4–8

Guided Reading Level: U

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

*Reading level based on the Spache
Readability Formula

Themes: Biography/Memoir,
Courage, Discrimination, Dreams
& Aspirations, History, Nonfiction,
Overcoming Obstacles, Persistence/
Grit, Sports, Sports History, United
States History, Asian/Asian American
Interest

SYNOPSIS

Growing up in Hawai'i with the Pacific Ocean as his backyard, Duke Kahanamoku learned to swim and surf at a young age. By his early twenties, Duke's lightning-fast swimming won him a place on the 1912 United States Olympic team and a gold medal in the 100-meter freestyle race. Over the years Duke struggled with racism and financial troubles, but by the end of his twenty-year Olympic career, he was a six-time medal winner.

Although he became a swimming champion, Duke's real passion was surfing. He traveled the world, introducing surfboarding to Australia and the east and west coasts of the United States. Considered the father of modern surfing, Duke spread his love of the ocean and Hawai'i wherever he went.

The Story of Olympic Swimmer Duke Kahanamoku introduces young readers to a man who was beloved for his modesty, sportsmanship, and amazing skill in the water. Today Duke remains a legendary waterman and an inspiration to all to live life with aloha.



BACKGROUND

The Story Of Series

The Story of Olympic Swimmer Duke Kahanamoku 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 Olympic Swimmer Duke Kahanamoku 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 Olympic Swimmer Duke Kahanamoku*" for details on how to teach these features with specific information in the book.

Types of Print	Words that are darker are called bold 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.

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 Tennis Champion Arthur Ashe

written by Crystal Hubbard, illustrated by Kevin Belford

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

The Story of Civil Rights Hero John Lewis

written by Jim Haskins & Kathleen Benson, illustrated by Aaron Boyd

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



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

Bluebirds, Waikiki Beach, underwater earthquakes, volcanic eruptions, Pacific Ocean, Honolulu, O'ahu, aloha, outrigger canoe, tadpole, crawl stroke, flutter kick, Bill Rawlins, Polynesian, Marquesas Islands, Pacific Ocean, Tahiti, Captain James Cook, King Kamehameha, King Kalakaua, Bayonet Constitution, Liliuokalani, Republic of Hawai'i, Healan Club, Hui Nalu, tandem, Hawaiian Amateur Athletic Union, 1912 Olympic Games, wharves, officials, mainland, adze, coral, kukui tree, fixed in, Tom Blake, fiberglass, blanks, Styrofoam, epoxy, polyurethane, blank, buffed, stringer, laminated, Olympic Games, pagan cult, Baron Pierre de Coubertin of France, Athens, Greece, Olympiads, International Olympic Committee, Lausanne, Switzerland, SS Finland, Jim Thorpe, Michael McDermott, Cecil Healy, King Gustav of Sweden, James Francis Thorpe, Sac and Fox Nation, Wa-Tho-Huk, the Agency Boarding School, Haskell Institute, pentathlon, gangway, the Berlin Olympics, Antwerp, Belgium, longboards, "popping up," leash, crawl stroke, whitewater, Kelly Slater, Johnny Weissmuller, Corina del Mar, standard equipment, Nadine Alexander

Academic

spawned, extraordinary, thundering, propelled, flexible, fetching, attorney, descendants, sandalwood, fertile, ambitious, conquer, unite, succumbed, eager, recognition, maneuvers, fierce, determination, forged, puzzled, qualify, humble, sarcastic, contributions, revolutionized, accompanied, humiliated, sensational, jeered, taunts, fierce, legendary, establish, virtually, curt, adrenaline, reprimanded, vocational, ordeal, prowess, obliged, exhibitions, triumphant, amateur, surveyors, feverishly, appreciative, pedal, extremities, soared, glided, drifted, onlooker, oath, parallel, perpendicular, dominant, chaperone, somersaulted, distinguished, officiated, pastime

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 the Olympics? What kind of sports do you think of when you think about the Olympics?
2. What famous swimmers do you know? Where did you learn about them or see them?
3. What do you know about surfing? Where have you seen surfing? What famous surfers do you know?
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. Why do you think it's important to overcome setbacks or obstacles in a sport or activity that you like to do? What are the different ways that help you solve a problem or move past a particular issue?
6. What does it mean to be a part of a team? What does teamwork look like? What are the different qualities that make up being a good teammate?
7. How do you think Native athletes and athletes of color have experienced racism and discrimination? What are some examples that you can think of, both in the past and present?

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 Olympic Swimmer Duke Kahanamoku*. 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 Ellie Crowe and Richard Waldrep’s biographies: Read about Ellie Crowe and Richard Waldrep on the back page of the book.
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 Duke Kahanamoku lived with aloha and why that was important to him throughout his career
- why surfing brought joy and spirit to Duke’s life and how he passed on his passion for surfing to others
- how Duke loved swimming and why the water and ocean brought him such happiness
- who helped Duke along his swimming career and how people responded to his success
- how Duke became a famous Olympian and shattered swimming records
- why Duke demonstrated persistence and courage in the face of racism and discrimination in his swimming and Olympic career
- how Duke had a lasting impact in both Olympic swimming and the sport of surfing today

Encourage students to consider why the author, Ellie Crowe, would want to share with young people this story about Duke Kahanamoku, his Olympic swimming career, and his dedication and passion for surfing.

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: Star Swimmer

1. What are “Bluebirds?” Where can you find them?
 2. Who was daring enough to surf the Bluebirds? How long was the ride?
 3. Where did Duke live?
 4. What was Duke’s childhood like?
 5. How did Duke learn to swim?
 6. Where was Duke happiest?
 7. Why was Duke a fast swimmer?
 8. How did Duke push himself to become a better swimmer? What were some of the things that he had to do?
 9. What did Duke study from the Australian swimmers? How did he change his style?
 10. What is the flutter kick?
 11. Who watched Duke swim? What did he propose to Duke?
- #### A Brief History of Hawai’i
12. What happened in 400 and 1000 A.D.? Who sailed to Hawai’i? What did they claim to be?
 13. What was kapu?



14. Who was Captain James Cook? What happened in 1778?
15. Who was King Kamehameha and what did he do?
16. How did immigration affect Hawai'i? Where did immigrants come from?
17. What happened after the US recognized Hawai'i's agricultural and military benefits?
18. Who was Queen Liliuokalani and what did she do?

Chapter Two: Record Breaker

19. What did Duke and his two friends do together?
20. What was Hui Nalu? What did Duke and his friends call it? What did they do as part of the group?
21. What was the Hawaiian Amateur Athletic Union? Why was this organization important?
22. How did Duke perform in the AAU Hawai'i swim meet? What records did he break?
23. How did officials react to Duke's records? How did it make Duke feel?
24. Where was Duke invited? How did his family and friends help him get there?

How Surfboards are made

25. Where and when did the surfboard and surfing originate?
26. What was the original Early Hawaiian surfboard like?
27. Who created the first fixed fin? Why was it important?
28. What happened to surfboards in the 1940s?
29. How are modern surfboards made?

Chapter Three: Setbacks and Success

30. Where did Duke go in February 1912? Who went with him?

31. How was Duke treated in Los Angeles and the other places where he traveled?
32. How did Duke perform during his first swim in Pittsburgh? What happened afterwards?
33. What did Duke find out after his record-breaking swim in Pittsburgh?

The Olympic Games

34. Where did the Olympic Games begin? What were the original Games like?
35. What happened to the Olympic Games in the early Christian era? When were they brought back and by whom?
36. What did Baron Pierre de Coubertin want the Olympics to be?
37. Where did the first modern Olympics take place?
38. What is the modern schedule like for the Olympics?
39. How have the Olympics continued to change over the years?

Chapter Four: The 1912 Olympics

40. Who did Duke meet on the Olympic ship? What did they talk about?
41. What happened during the morning of Duke's first race?
42. How did Cecil Healy stand up for Duke?
43. Who won the race and what records were broken?

Jim Thorpe

44. Where was Jim Thorpe born and what Nation did he belong to?
45. What happened when Thorpe and his brother, Charlie, were six-years-old?
46. What was the Agency Boarding School like for Thorpe and Charlie? What happened to Charlie?



47. Where was Thorpe recruited to attend?
48. What sports did Thorpe excel in at Carlisle Indian Industrial School?
49. What were some of Thorpe's Olympic accomplishments?
50. What happened to Thorpe a year after the Olympics? How did he move on after the devastating news?
51. When were Thorpe's Olympic medals restored to him and why?

Chapter Five: Master Surfer

52. What were some examples of Duke's international stardom? What was he asked to do?
53. Why did Duke have to turn down paid swim meets and competitions? What did he want to do?
54. Who invited Duke to train before the Berlin Olympics? What did he do there?
55. 55. What sport did Duke bring to Australia? Why did he do this?
56. 56. What happened to the 1916 Berlin Olympics? What did Duke do during the war?
57. 57. What events did Duke compete in at the 1920 Olympic Games? What medals did he win?

How to Surf

58. What type of surfboard is recommended for beginners?
59. How do you "pop up" on a surfboard? What is it like?
60. What do you need to do before you enter the ocean with your surfboard?
61. How should you paddle out in the ocean?
62. What are the steps you need to take to catch a wave?

63. What should you do if you fall off your surfboard?

Chapter Six: Hawaiian Hero

64. How was Duke received after his Olympic success?
65. How did Duke feel about the roles he played in Hollywood films? What types of roles did he always have to play?
66. What did Duke do when he was not acting?
67. Who broke Duke's existing Olympic record?
68. How many Olympic medals did Duke have at the end of his career?
69. Who did Duke save on his surfboard? How did he do it and how did it affect lifeguard rescue?

Chapter Seven: Duke's Dream

70. What did Duke do when he returned to live in Hawai'i?
71. Who did Duke marry?
72. What happened to Hawai'i in 1959 and how did it affect Duke's work?
73. What was Duke's dream for the sport of surfing?
74. When did Duke die and what was his 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 *The Story of Olympic Swimmer Duke Kahanamoku* mean to you after reading? How did your perceptions of John Lewis change after reading the story?
2. What do you think it means to live with aloha? Duke's childhood was filled with *aloha* and there is "Duke's Creed of Aloha" at the end of the book. Why do you think it's important to live with *aloha*?



3. What do you think “the difference between swimming fast and winning races is dedication and hard work” means? How do you think Jim’s thoughts and actions affected his life and the athletic career he had? How did Duke use persistence and determination to achieve his goals?
4. Why did Duke continue to pursue swimming, despite the obstacles and discrimination that he faced during his career? How did he confront the racism and discrimination that he faced? What were the ways that he coped with it, and why did he continue to go for his Olympic dreams even though some people did not want him to?
5. How did being a Native Olympic athlete affect Duke’s portrayal in the media? What were some of the harmful stereotypes that Duke had to endure? Why was this so hurtful to him? How did he move past the negative remarks and continue doing what he loved?
6. What kind of legacy does Duke Kahanamoku have? How was he impactful as both an Olympic athlete and surfing pioneer? Why was he honored for his work? What are the different ways that he is admired and acknowledged today?
7. How would you describe Duke Kahanamoku to a person who had never heard of him before? What are some of the qualities that you would use to speak about Duke? What are the most important things to say when explaining Duke’s life and legacy?
8. Why do you think surfing was crucial to Duke’s life? How were the different elements of surfing important to Duke? Why did he value surfing? Why do you think surfing is both an athletic activity as well as a spiritual one? How did surfing allow Duke to help others?
9. 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 or takeaway that you have after reading this book? Think about Duke’s dedication to surfing and swimming as well as his willingness to help people and bring them joy and happiness. How does he show dedication to what he believes in?
2. What do you think the essential message is to the reader? Think about possible motivations behind Ellie Crowe’s intentions in writing 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 Duke’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 Olympic Swimmer Duke Kahanamoku*? 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? How can you connect Duke to athletes today?



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 Duke's story inspired them and his passion for swimming and determination for Olympic success, despite racism and discrimination along the way.
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, vocabulary, and content aids in helping students prepare to engage with the text.
7. There are many terms pertaining to swimming in the text. Create a chart with all of the different swimming moves. Keep the graphic organizer up throughout the course of using the book.
8. There are different places and locations of Olympic Games mentioned throughout the text. Consider identifying them on a map to show students where Duke is from and the various locations he traveled throughout his swimming career. Label significant places as your students move through the book and make sure to point out the city or country on the enlarged map.

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 Duke Kahanamoku experienced



racism and discrimination in his sport and how athletes experience it today. Students can chart the different instances of racism throughout Duke's athletic career and examples that they find from athletes today in a graphic organizer with two columns: present-day and Duke's experiences. Example articles of how athletes endure discrimination today include (<https://www.cbc.ca/news/canada/montreal/racism-hockey-sports-1.5039166>) (<https://www.hcn.org/issues/51.7/tribal-affairs-native-american-athletes-and-fans-face-ongoing-racism>) Students can then transfer their findings into a comparative essay.

2. Have students think about expository nonfiction versus narrative nonfiction. How was reading *The Story of Olympic Swimmer Duke Kahanamoku* different from reading a newspaper article about Duke? Have students read the article, "The Extraordinary Surfing Life of Duke Kahanamoku" (<https://www.surfertoday.com/surfing/the-extraordinary-surfing-life-of-duke-kahanamoku>). Have students create a Venn Diagram with the headings, "Narrative Nonfiction: *The Story of Olympic Swimmer Duke Kahanamoku*" and "Expository Nonfiction: 'The Extraordinary Surfing Life of Duke Kahanamoku.'" Students can compare and contrast the different formats of the texts and the information they learn in both.
3. 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 about how they think the author and illustrator were informed by this information and how it helped to develop the book.
4. Conduct a biography unit featuring Lee & Low's books on athletes. Titles include *Paul Robeson* (<https://www.leeandlow.com/books/paul-robeson>), *Game, Set, Match Champion Arthur Ashe* (<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>), *Jim Thorpe's Bright Path* (<https://www.leeandlow.com/books/jim-thorpe-s-bright-path>), *Louis Sockalexis* (<https://www.leeandlow.com/books/louis-sockalexis>), *The Last Black King of the Kentucky Derby* (<https://www.leeandlow.com/books/the-last-black-king-of-the-kentucky-derby>), and *Sixteen Years in Sixteen Seconds* (<https://www.leeandlow.com/books/sixteen-years-in-sixteen-seconds>). Students can examine the following questions during the unit and chart their findings in a graphic organizer or visual presentation format of their choosing with photographs, newspaper articles, and other documentation about the person: Who was this person? What was their impact? Why was this person important for both the sport and society? What was their legacy and how is it relevant today?
5. Read the *Surfer of the Century* (www.leeandlow.com/surfer-of-the-century), the picture book version of *The Story of Olympic Swimmer Duke Kahanamoku*. Students can compare and contrast what it was like to read the picture book versus the chapter book version. What were the experiences like? What did they learn from the picture book that they didn't learn from the chapter book, and vice versa? How did it make them think about what it would be like to write a picture book versus a chapter book about a historical figure? Have students write a comparative essay and then share their thoughts with a partner or the whole class. Students can also examine how both picture books and chapter books are important for reading and learning.
6. 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 *The Story of Olympic Swimmer Duke Kahanamoku*



and Surfer of the Century (www.leeandlow.com/surfer-of-the-century). Have students identify the different features in *The Story of Olympic Swimmer Duke Kahanamoku* that would help to inform their own small chapter book about their historical figure. What kinds of information do they need to find? How should they present their research in the book? What images, diagrams, or photographs would be helpful to their reader?

- Have students look closely at photographs of Duke and examine his body language (<https://www.surfertoday.com/surfing/the-most-iconic-pictures-of-duke-kahanamoku>). How do you think Duke feels in these photographs? Have students chart his emotions. How does he look when he's near water or the ocean? Why do you think photographs are helpful when learning about a person? Have students talk about their findings with a partner or small group.
- 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:

- _____
- _____
- _____

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)

- Conduct a more extensive research study on the history of surfing. How was Duke Kahanamoku's contribution to surfing essential to the sport itself? Students can consult videos with Duke surfing (<https://www.youtube.com/watch?v=cPnM4ymNj3o&t=46s>) and find interviews, articles, such as this National Geographic example, and other sources of information that discuss how Duke was critical to bringing the sport of surfing around the globe (<https://news.nationalgeographic.com/news/2013/08/130803-surfing-surprising-history-hawaiian-culture-extreme-sports/>).
- Have students examine the timeline in the back of the book and elaborate on the events that happened during that time period. In order for students to understand the historical context of Duke's life, encourage students to research the events in the timeline by gathering photographs and other primary source documents about that particular event. 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. 1920-1930) and then add their events and findings to the class timeline, located below the enlarged timeline from the book.
- Encourage students to research other Native Olympians and Olympians of color. Students can select an athlete of their choosing and then conduct a more elaborate research project answering the following questions: Who was this person? How were they impactful as an athlete? What kind of racism and discrimination did they experience during their athletic career? How did they overcome obstacles in their way? What was their legacy? Resources and articles



featuring Olympic athletes include (<https://newsmaven.io/indiancountrytoday/archive/8-native-olympic-athletes-you-should-know-about-VaCXHdYZAU6TtvbihfwYNQ/>). Students can share their research findings with a partner, in small groups, or with the whole class in a visual presentation format of their choosing.

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)

1. Have students create a drawing, painting, or other visual representation after reading *The Story of Olympic Swimmer Duke Kahanamoku*. Encourage students to think about how the story impacted them and why it motivated them to create this particular art piece.
2. Encourage students to create a drawing, painting, or other visual representation of something that's important to them, like a sport (such as Duke with swimming or surfing), playing a musical instrument, or doing another hobby. Why did they choose this particular object to illustrate? What does it mean to them?

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 *Surfer of the Century* (<https://www.leeandlow.com/books/surfer-of-the-century>). Encourage family members to read the picture-book version of *The Story of Olympic Swimmer Duke Kahanamoku* at home. Have students and their families talk about what hard work, dedication, and passion means to them. Students can also examine the illustrations and how they differ in each book based on illustrator style.
2. Encourage families and children to learn more about Duke Kahanamoku. Have students explain to their families and caregivers why Duke is important to both swimming and surfing today. If possible, have students and their families visit Duke's foundation's website to learn more about his legacy (<https://dukefoundation.org/>).



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 wharves . 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: "How Surfboards Are Made," why do they think that the text and format look different from the text on the first few pages in Chapter Two? 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 describe what they see with the additional knowledge of the caption. How do their feelings about the photograph change? 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?



ABOUT THE AUTHOR

Ellie Crowe has written several award-winning children's books, as well as travel/cultural books on Hawai'i. Her titles have been recognized with the Asian/Pacific American Award for Literature and on the Texas Bluebonnet Master List. Crowe first heard of Duke Kahanamoku while living in Australia. When she moved to Hawai'i, she found Duke was a hero there, too. She lives in Waialua with her family. You can visit her online at elliecrowe.com.

ABOUT THE ILLUSTRATOR

Richard Waldrep's paintings honoring subjects as varied as the Olympic Games, American music, and history have appeared on thirty-nine US postage stamps. He also has created award-winning illustrations for editorial, publishing, advertising, and corporate clients including Men's Health, US News and World Report, the Washington Post, and Parker Brothers. He lives in Sparks, Maryland.

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.

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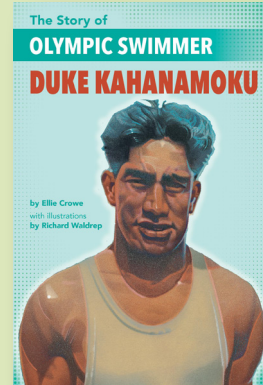
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Book Information for *The Story of Olympic Swimmer*

Duke Kahanamoku



\$8.95, PAPERBACK

9781620148525

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

*Reading Level: Grade 5

Interest Level: Grades 4–8

Guided Reading Level: U

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

THEMES: Biography/Memoir, Courage, Discrimination, Dreams & Aspirations, History, Nonfiction, Overcoming Obstacles, Persistence/Grit, Sports, Sports History, United States History, Asian/Asian American Interest

RESOURCES ON THE WEB:

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

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