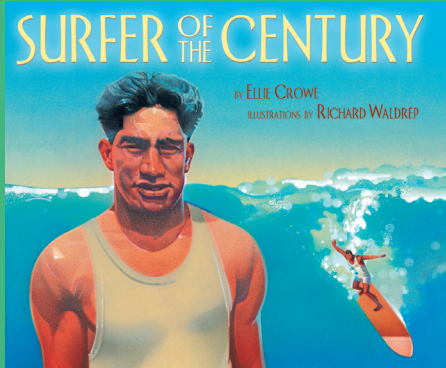




LEE & LOW BOOKS

Teacher's Guide



Surfer of the Century

written by Ellie Crowe, illustrated by Richard Waldrep

About the Book

Genre: Historical Fiction

Format: Nonfiction Biography, \$12.95
48 pages, 11-1/4" x 9"

ISBN: 9781620148525

Reading Level*: Grade 5

Interest Level: Grades 3–8

Guided Reading Level: T

Accelerated Reader® Level/Points:
6.2/1.0

Lexile™ Measure: 980L

*Reading level based on the ATOS 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

Resources on the web:

leeandlow.com/books/surfer-of-the-century

SYNOPSIS

Growing up in Honolulu 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 a swimming champion, Duke's 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.

Throughout his life Duke Kahanamoku was beloved for his modesty, sportsmanship, and amazing skill in the water. Today he remains a legendary waterman and an inspiration to all to live life with aloha (aloha: love, kindness, grace, affection, compassion; also traditional Hawaiian greeting or farewell).

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

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BACKGROUND

Timeline

"Highlights of Duke Kahanamoku's Life and Legacy" from author Ellie Crowe is a timeline located in the back of the book for information about the different monumental events in Duke Kahanamoku's life and how his legacy is still impactful today.

About Duke Kahanamoku

Duke Kahanamoku was born on August 24th, 1890 in Honolulu, Hawaii. He had five brothers, three sisters, and two supportive parents who encouraged swimming and a strong relationship with the ocean.

He went on to become the greatest swimmer of his time. Duke won the 100-meter freestyle race in the 1912 and 1920 Olympics and at one point held every freestyle record up to a half-mile. Before the 1912 Olympics, he broke three records in one meet in his native Honolulu, astounding referees.

Duke also developed the flutter kick, a flexible-knee version of the Australian crawl, which he noticed took up too much energy. The flutter kick is essential to the sport of swimming today.

Duke is also known as the father of modern surfing, taking the sport across the United States and globally. He also used a surfboard to rescue drowning swimmers, and his actions are the reason behind why surfboards are now used in water rescue to this day.

From 1922 to 1930, Duke played small roles in Hollywood movies, although he was disappointed with how he portrayed stereotyped, dark skinned characters. Duke once said, "I played chiefs – Polynesian chiefs, Aztec chiefs, Indian chiefs, all kinds of chiefs." Duke encountered racism throughout his swimming and acting careers.

In 1934, Duke became the Sheriff of City and County of Honolulu and continued to represent his city in years to come. He remained the most popular political figure in the island, and still swam and surfed recreationally. Duke always encouraged surfing to become an Olympic sport.

Duke died on January 22, 1968, and thousands attended his funeral in Honolulu. His legacy carries on, and he was inducted into the U.S. Olympic Hall of Fame and was named Surfer of the Century by Surfer Magazine (<https://www.nytimes.com/2015/08/25/sports/duke-kahanamoku-hawaii-best-known-citizen-is-back-in-the-spotlight.html?searchResultPosition=1>) (<https://www.surfertoday.com/surfing/the-extraordinary-surfing-life-of-duke-kahanamoku>) (<https://www.gohawaii.com/islands/oahu/regions/honolulu/duke-kahanamoku-statue>).

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:

- What do you know about the Olympics? What kind of sports do you think of when you think about the Olympics?
- What famous swimmers do you know? Where did you learn about them or see them?
- What do you know about surfing? Where have you seen surfing? What famous surfers do you know?
- 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?
- 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?
- 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?
- 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)

- **Book Title Exploration:** Talk about the title of the book, *Surfer of the Century*. 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?
- **Read Ellie Crowe and Richard Waldrep's biographies:** Read about Ellie Crowe and Richard Waldrep on the back page of the book.
- **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.
- **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.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4) (Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

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

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.

Encourage a variety of strategies to support students' vocabulary acquisition: 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, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

surfboards, "Bluebirds," Waikiki Beach, underwater earthquakes, volcanic eruptions, Pacific Ocean, O'ahu, Hawai'i, aloha, coconuts, taro, squid, octopus, outrigger canoe, fins, mainland, crawl stroke, stiff-legged, flutter kick, Bill Rawlins, Honolulu, Healani Club, Hui Nalu, tandem, Hawaiian Amateur Athletic Union (AAU-Hawai'i), watermen, 1912 Olympic Games, Stockholm, Sweden, spectators, wharf, piers, harbor, freestyle, wake, SS Finland, paddlewheel steamer, Jim Thorpe, Michael McDermott, diplomat, Cecily Healy, adrenaline, Germany, Australia, King Gustav of Sweden, wreath of victory, Seine River, gangway, Polynesian, leis, amateurs, Berlin, surveyors, Berlin Olympics, Sydney, Melbourne, Brisbane, pedal extremities, board surfing, sugar pine plank, Freshwater Beach, World War I, Red Cross, U.S. war bonds, 1920 Olympic Games, Antwerp, Belgium, hollow boards, Johnny Weissmuller, 1928 Olympic Games, Amsterdam, Netherlands, Corona del Mar, sheriff, Ambassador of Aloha, Nadine Alexander, Duke's Creed of Aloha

Academic

eager, spawned, streaked, extraordinary, wiggling, occurred, dared, thundering, propelled, dedication, slash, stunned, leaped, penniless, sleeker, maneuvers, anticipation, hummed, thudding, determination, plowed, forged, shattered, humiliated, sensational, hurriedly, anticipation, jeered, taunts, spectacular, ached, frantically, relented, stammered, obliged, integrating, descendant, modestly, stalled, triumphant, feverishly, enthusiastic, appreciative, spectator, soared, glided, drifted, raging, mobbed, chaperone, adoring, stereotypes, gracious, sidelined, capsized, somersaulted, feeble, abolished, hospitality, renowned, fellowship

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 textual 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)

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?
12. What did Duke and his two friends do together?
13. What was Hui Nalu? What did Duke and his friends call it? What did they do as part of the group?
14. What was the Hawaiian Amateur Athletic Union? Why was this organization important?

15. How did Duke perform in the AAU Hawaii swim meet? What records did he break?
16. How did officials react to Duke's records? How did it make Duke feel?
17. Where was Duke invited? How did his family and friends help him get there?
18. Where did Duke go in February 1912? Who went with him?
19. How was Duke treated in Los Angeles and the other places where he traveled?
20. How did Duke perform during his first swim in Pittsburgh? What happened afterwards?
21. What did Duke find out after his record-breaking swim in Pittsburgh?
22. Who did Duke meet on the Olympic ship? What did they talk about?
23. What happened during the morning of Duke's first race in Sweden?
24. How did Cecil Healy stand up for Duke?
25. Who won the race and what records were broken?
26. How were Duke's exhibitions a first step to integrating public facilities, like beaches?
27. What were some examples of Duke's international stardom? What was he asked to do?
28. Why did Duke have to turn down paid swim meets and competitions? What did he want to do?
29. Who invited Duke to train before the Berlin Olympics? What did he do there?
30. What sport did Duke bring to Australia? Why did he do this?
31. What happened to the 1916 Berlin Olympics? What did Duke do during the war?
32. What events did Duke compete in at the 1920 Olympic Games? What medals did he win?
33. How was Duke received after his Olympic success?
34. How did Duke feel about the roles he played in Hollywood films? What types of roles did he always have to play?
35. What did Duke do when he was not acting?
36. Who broke Duke's existing Olympic record?
37. How many Olympic medals did Duke have at the end of his career?
38. Who did Duke save on his surfboard? How did he do it and how did it affect lifeguard rescue moving forward?
39. What did Duke do when he returned to live in Hawai'i in 1930?
40. Who did Duke marry?
41. What happened to Hawai'i in 1959 and how did it affect Duke's work?
42. What was Duke's dream for the sport of surfing?

43. When did Duke die and what was his legacy?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 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 *Surfer of the Century* mean to you after reading? How did your perceptions of Duke Kahanamoku change after reading this story? Why?
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 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? How would a different format have affected your view of the book?

Reader's Response

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

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 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 *Surfer of the Century*? 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)

These strategies might be helpful to use with students who are English Language Learners.

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 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 from each chapter. Then ask students to write a short summary 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. 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.

7. 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.

Social and Emotional Learning

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

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

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 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.

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

1. How does Duke Kahanamoku 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 or intense times.
2. What gives Duke confidence when he swims and surfs? How did he develop a positive self-esteem, even though he encountered obstacles along the way?
3. How does the water put Duke at ease? Give examples of the different ways that he enjoyed being in the water. How do you think it calmed or relaxed him? Why? What are some things, whether it's a sport or other activity, that helps to relax you when you feel anxious, upset, or afraid?
4. Choose an emotion that interests you: happiness, sadness, fear, trust, or anticipation. Illustrate or act out what that emotion looks like in *Surfer of the Century*.

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

- **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.

- **Have students think about expository nonfiction versus narrative nonfiction.** How was reading *Surfer of the Century* 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: *Surfer of the Century*" 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.
- **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.
- **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>), *Catching the Moon: The Story of a Young Girl's Baseball Dream* (<https://www.leeandlow.com/books/catching-the-moon>), *Silent Star: The Story of Deaf Major Leaguer William Hoy* (<https://www.leeandlow.com/books/silent-star>), 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?
- **Read the *Surfer of the Century* (www.leeandlow.com/surfer-of-the-century), the chapter book version of *Surfer of the Century*, *The Story of Olympic Swimmer Duke Kahanamoku* (<https://www.leeandlow.com/books/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.

- **As a follow-up activity, have students select a picture book biography in their classroom and create their own picture 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 *Surfer of the Century* (www.leeandlow.com/surfer-of-the-century). Have students identify the different features in *Surfer of the Century* that would help to inform their own picture 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? How would they like to do the illustrations? See the Art/Media section of this guide for activities on how to encourage students to illustrate their picture book.
- **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.

Social Studies/Geography

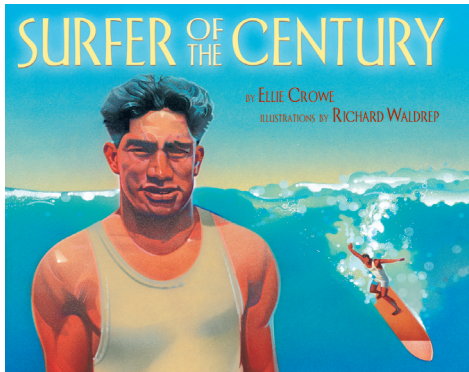
- **Conduct a more extensive research study on the history of surfing. How was Duke Kahanamoku's contribution to surfing essential to the sport itself?** Students can consult videos with Duke surfing (<https://www.youtube.com/watch?v=cPnM4ymNj3o&t=46s>) and find interviews, articles, such as this National 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/Performing Arts

- **Have students create accompanying illustrations to their biographical picture book, as explained in the English Language Arts section of this Teacher's Guide.** Encourage students to think about how the story impacted them and why it motivated them to create this particular art piece.
- **Have students create a drawing, painting, or other visual representation after reading *Surfer of the Century*.** Encourage students to think about how the story impacted them and why it motivated them to create this particular art piece.
- **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

- **If possible, provide students with a copy of Lee & Low's *Surfer of the Century* Encourage family members to read the picture book version 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.
- **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/>).



Ordering Information

General Order Information:
leeandlow.com/contact/ordering

Secure Online Ordering:
leeandlow.com/books/surfer-of-the-century

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

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

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.

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.

REVIEWS

"Well researched and fact-filled, *Surfer of the Century* will appeal to a wide audience of general readers." –*School Library Journal*, **starred review**

"A [strikingly illustrated], welcome introduction to a groundbreaking figure rarely covered in books for youth." –*Booklist*

"Waldrep's stunning Art Deco-style airbrush illustrations complement this rich picture of the life of the man who began his life as a humble beach boy and ended it as the equally humble State of Hawai'i Ambassador of Aloha." –*Kirkus Reviews*

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.