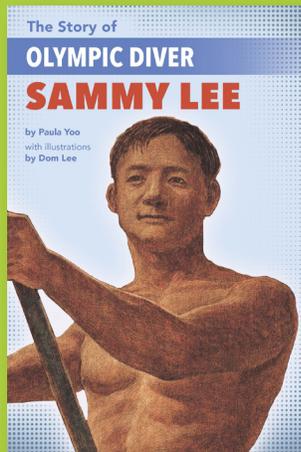


## TEACHER'S GUIDE



LEE & LOW BOOKS

### *The Story of Olympic Diver Sammy Lee*

*written by Paula Yoo, illustrated by Dom Lee*

### About the Book

Genre: Nonfiction Biography

\*Reading Level: Grade 5

Interest Level: Grades 3–8

Guided Reading Level: V

Accelerated Reader® Level/

Points: N/A

Lexile™ Measure: N/A

\*Reading level based on the ATOS  
Readability Formula

**Themes:** Asian/Asian American Interest, Biography/Memoir, Courage, Discrimination, Dreams & Aspirations, Heroism, History, Identity/Self Esteem/Confidence, Nonfiction, Overcoming Obstacles, Persistence/Grit, Sports, Sports History, Tolerance/Acceptance, United States History

### SYNOPSIS

On a hot summer day in 1932, twelve-year-old Sammy Lee watched enviously as divers catapulted into the public swimming pool. Sammy desperately wanted to try diving himself, but the Korean American boy -- like any person of color -- was only allowed to use the pool one day a week.

This discrimination did not weaken Sammy's newfound passion for diving, and soon he began a struggle between his dream of becoming an Olympic champion and his father's wish for him to become a doctor. Over sixteen years Sammy faced numerous challenges, but he overcame them all and fulfilled both his dream and his father's. In 1948 Dr. Sammy Lee dove into Olympic history. A matter of seconds after his final platform dive, the scores appeared and Sammy Lee became the first Asian American man to win an Olympic gold medal.

Sammy Lee's story of determination and triumph sets an extraordinary example for anyone striving to fulfill a dream and will inspire all who read it. This chapter book edition includes black-and-white illustrations as well as sidebars on related subjects, a timeline, a glossary, and recommended reading.



## BACKGROUND

### The Story Of Series

*The Story of Olympic Diver Sammy Lee* 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 Diver Sammy Lee* 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 Diver Sammy Lee*” for details on how to teach these features with specific information in the book.

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

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

**The Story of 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 Olympic Swimmer Duke Kahanamoku** written by Ellie Crow, illustrated by Richard Waldrep  
<https://www.leeandlow.com/books/the-story-of-olympic-swimmer-duke-kahanamoku>

**The Story of Trailblazing Actor Ira Aldridge** written by Glenda Armand, illustrated by Floyd Cooper  
<https://www.leeandlow.com/books/the-story-of-trailblazing-actor-ira-aldrige>

**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 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>

**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 Banker of the People Muhammad Yunus** written by Paula Yoo, illustrated by Jamel Akib  
<https://www.leeandlow.com/books/the-story-of-banker-of-the-people-muhammad-yunus>

**The Story of Environmentalist Wangari Maathai** written by Jen Cullerton Johnson, illustrated by Sonia Lynn Sadler  
<https://www.leeandlow.com/books/the-story-of-environmentalist-wangari-maathai>

**The Story of Civil War Hero Robert Smalls** written by Janet Halfmann, illustrated by Duane Smith  
<https://www.leeandlow.com/books/the-story-of-civil-war-hero-robert-smalls>



## 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

acrobatic, boycott, California Gold Rush, census, Chinese Exclusion Act, envy, ethnic studies, Immigration Act of 1924, Immigration and Nationality Act of 1952, Immigration and Nationality Act of 1965, Korean War, LGBTQ community, minimum wage, miscalculation, Olympic, Pearl Harbor, precision, predetermined, qualified, recruit, reputation, restricted, sandpit, scholarship, segregation, soar, somersault, synchronize, stunt, Transcontinental Railroad, vandalism, War Bride Act, World War II

### Academic

achievements, advocate, amateur, arch, bachelor, berate, cavernous, champion, clutched, commemorate, concentrate, contract, descent, discrimination, discipline, discriminatory, embarrassment, emigration, execute, gaze, honor, increment, injustice, instability, leap, legislation, louisiest, murmuring, obey, passive, pressure, prejudice, prosperity, suffered, suspicious, technique

## 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? Why are people so invested in the Olympics? What does it represent? How are the Olympics portrayed in the media?
2. What do you know about divers? What do divers do? What are some characteristics associated with divers? Do you think it would be difficult to be a diver? Why or why not?
3. What is racism? What does racism look like? Is racism still a part of our society today? Why or why not? What are the differences and similarities between racism and discrimination?
4. What do you know about immigration? What narratives are shared about immigrants? How are different immigrant groups treated? What do you know about Korean immigration to the United States?
5. Explain what following your dream means to you. What does it mean to pursue a dream? How do you hold onto your dream, even it seems impossible?

### 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 Diver Sammy Lee*. 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 the dedications:** Read the dedications on the inside of the book. Why do you think Paula Yoo and Dom Lee chose these dedications? Why do you think they chose to tell this story?



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 Sammy Lee became an Olympic Diver
- how Korean immigrants were treated in the United States
- how Sammy Lee impacted the sport of diving
- what Sammy Lee did to persevere against obstacles in his way
- why Sammy Lee is an important athlete to this day

Encourage students to consider why the author, Paula Yoo, would want to share with young people this story about Sammy Lee.

## 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: Sammy's Somersault

1. What year was Sammy born?

2. Where does Sammy live?
3. What does 'Members Only' at the pool mean to Sammy?
4. What day could people of color go to the pool?
5. How does Sammy describe diving into the public pool?
6. Who is Hart Crum?
7. Why did Sammy's family leave Korea?
8. What job does Sammy's father have?
9. How does Sammy's father feel about Sammy's love of diving?
10. What career does Sammy's father want Sammy to have?

#### Diving into Diving

11. What does modern competitive diving involve?
12. What is the difference between a springboard and a platform board?
13. What are the six main types of dives?
14. How can swimmers get involved in the sport of diving?
15. What skills can diving teach people?

#### Chapter Two: School and Sports

16. Why does Sammy need a coach?
17. Who is Jim Ryan?
18. Why did Sammy enroll in gymnastics?
19. Which college offered Sammy a full scholarship?
20. Was Sammy allowed to go to prom? Why or why not?
21. What deal did Sammy make with his father about his grades and diving?

**How Koreans Came to the United States**

22. What was the Chinese Exclusion Act? How did it impact Koreans?
23. Why was Korea a source of labor for US plantation owners?
24. Why were some Koreans desperate to leave Korea in the early 1900s?
25. Who were picture brides?
26. When did the first wave of Korean immigration end? Why?
27. What was the impact of the Korean War on immigration?
28. What is the significance of the Immigration and Nationality Act of 1952?
29. What led to the third wave of Korean immigration?
30. When is Korean American Day and why is it important?

**Chapter Three: Champion in the Making**

31. Why were the 1940 Olympics canceled?
32. How did the death of Sammy's father affect Sammy? What was Sammy inspired to accomplish?
33. When did Sammy become a doctor?
34. What kinds of discrimination does Sammy face?
35. Why were the 1948 Olympic games in London important to Sammy?

**Asians in California: Opportunity & Discrimination**

36. What types of jobs did the first group of Asian immigrants to the United States have?
37. What is the significance of the Transcontinental Railroad on Chinese labor and livelihood?
38. How did white Americans perceive Asian immigrants and Asian labor? Why?

39. In what ways did Asians in the United States experience racism and discrimination?
40. How did World War II impact the treatment of Japanese Americans in the US?
41. How did white Americans define "good Asians"?
42. What kind of rights did Asian activists fight for?
43. Why is Oriental rejected as a term to describe people of Asian descent?

**Chapter Four: Olympic Moment**

44. At what age did Sammy qualify to be a member of the US Olympic diving team?
45. Why did Sammy choose not to use earplugs at the Olympics?
46. What was the role of discrimination in Sammy's experiences at the Olympics?
47. How did Sammy feel about winning a bronze medal?
48. What dangerous move did Sammy perform to win a gold medal?

**Diving at the Olympics**

49. When and where did diving become a popular sport?
50. When were women allowed to dive in the Olympics?
51. What criteria do judges use when deciding what scores to give?

**Chapter Five: Golden Glory**

52. How did Sammy feel winning a gold medal?
53. What did Sammy do after the 1948 Olympics?
54. What is the James E. Sullivan award?
55. Who are the people Sammy coached after he participated in the Olympics?

**Greg Louganis**

56. How did Sammy Lee and Greg Louganis meet?
57. Why could Greg not participate in the 1980 Olympic Games in Moscow?
58. Why did Greg dominate the sport of diving?
59. How did Greg Louganis make history?
60. How does Greg's identities influence his activism?

**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 Diver Sammy Lee* mean to you after reading? How did your perceptions of Sammy Lee change after reading this story?
2. How did Sammy use persistence and determination to achieve his goals?
3. How did Sammy's childhood affect his dream? How was he treated as a Korean American growing up in the US? How did his experiences as a child shape his passions?
4. What did the Olympics mean to Sammy? How did his goal impact his sense of self and belonging?
5. Although Sammy Lee is honored, he did not act alone. What role did coaches play in Sammy's life?
6. How did Sammy's father influence Sammy's career choices?
7. In what ways did Sammy Lee overcome the many different obstacles in his life, starting at an early age? What were the different techniques and ways that Sammy overcame barriers?

8. What is Sammy Lee's legacy? What has he come to represent over the years, and why? How did he continue to contribute to his profession?
9. How would you describe Sammy Lee to a person who had never heard of him before? What are some of the qualities that you would use to speak about Sammy? What are the most important things to say when explaining Sammy's life and legacy?
10. Explore the structure of the text. Was it written as chronology, comparison, cause/effect, or problem/solution? Why do you think the author made this choice? How does it compare to other texts you have read?

**Reader's Response**

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

1. What is one big thought that you have after reading this book? Think about Sammy Lee's identity and his dedication to his goals. How was he an influential figure, both during his lifetime and now?
2. What do you think the essential message is to the reader? Think about possible motivations behind Paula Yoo'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 Sammy's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books or historical people while you read *The Story of Olympic Diver Sammy Lee*? 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?

### 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 Sammy's story inspired them and how he showed dedication to his dream and fighting for representation for Koreans.
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.

## 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. Have students write an essay about the role of Korean labor during the Chinese Exclusion Act. Students can use the background information found in “How Koreans Came to the United States” as a starting point from the book. Additional information can be found online at the Library of Congress' Research Guides about the Chinese Exclusion Act (<https://guides.loc.gov/chinese-exclusion-act>).
2. Have students research and write an essay about Korean American Day. How is this day important and celebrated? More information can be found at the Korea Economic Institute of America's page about Korean American Day (<http://keia.org/page/history-korean>).



- american-day). For other relevant Lee & Low titles, check out the Korean Culture and History Collection (<https://www.leeandlow.com/collections/korean-culture-and-history-collection>).
3. Consider consulting Teaching Tolerance’s “I Am Asian American” Toolkit for more professional development resources to help teachers reflect on their own assumptions and knowledge gaps about Asian Americans (<https://www.tolerance.org/magazine/summer-2013/toolkit-for-i-am-asian-american>).
  4. Have students think about expository nonfiction versus narrative nonfiction. How was reading *The Story of Olympic Diver Sammy Lee* different from reading a newspaper article about Sammy Lee? Have students read the article, “Sammy Lee Climbed Above Racism, Dove into Olympic History” (<https://www.npr.org/sections/codeswitch/2016/12/05/504421352/sammy-lee-climbed-above-racism-dove-into-olympic-history>). Then, students can create a Venn Diagram with the headings, “Narrative Nonfiction: *The Story of Olympic Diver Sammy Lee*” and “Expository Nonfiction: “Sammy Lee Climbed Above Racism, Dove into Olympic History”. Students can compare and contrast the different formats of the texts and the information they learn in both.
  5. Encourage students to select a resource from the Text & Sidebar Sources from the back of the book. Students can examine the piece, whether it’s a book, video, photograph, or website, and write a reaction to how they think the author and illustrator were informed by this information and how it helped to develop the book.
  6. Tell students to imagine they will be interviewing the Sammy Lee for a local newspaper or talk show. Have them develop a list of five interview questions they want to ask. What do they want to learn about in terms of Korean immigration, Lee’s training, and his life after winning gold medals? Lead a class discussion, creating a combined list of questions and then narrowing that list down to ten questions.
  7. Read *Sixteen Years in Sixteen Seconds* ([www.leeandlow.com/sixteen-years-in-sixteen-seconds](http://www.leeandlow.com/sixteen-years-in-sixteen-seconds)), the picture book version of *The Story of Olympic Diver Sammy Lee*. 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.
  8. The rich and varied language used in *The Story of Olympic Diver Sammy Lee* provides an opportunity for students to develop their vocabulary skills in authentic contexts. Challenge students to learn and practice using the academic and content-specific words listed in this teacher’s guide:
    - Before reading: Provide students with a list of the vocabulary words to sort into categories (e.g. very familiar, somewhat familiar, unfamiliar).
    - During reading: Have students make note of the vocabulary words as they encounter them in *The Story of Olympic Diver Sammy Lee*. They can underline, highlight, or keep a log. Have students predict what the words mean based on context clues.
    - After reading: Have students work in pairs to look up the definitions of the “unfamiliar” words on their combined lists. Were their predictions correct? Post the new vocabulary words on your word wall.



9. Have students think about the main idea and details for a chapter of their choosing. Looking at the table of contents, have students pick a chapter that interested them. Then, have students write three key details, the most important information, in that chapter. Students can then generate the main idea, or what the chapter was mainly about. Finally, have students form small groups with each student representing a different chapter to share their results.

Details:

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

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

### Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)  
(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Ask students to research the Chinese Immigration Act. Students should create an informational poster to present to the class, including relevant timelines and photographs. What was the impact of the Chinese Immigration Act? How were Chinese people in America treated? How were Koreans in the United States treated? Additional information can be found online at the Library of Congress' Research Guides about the Chinese Exclusion Act (<https://guides.loc.gov/chinese-exclusion-act>).
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 Sammy Lee'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 and then add their events and findings to the class timeline, located below the enlarged timeline from the book.

3. Using a T-chart graphic organizer, students should represent their research about how Pearl Harbor affected treatment of Asians in the United States. What policies did Pearl Harbor lead to? How were different Asian communities treated? What statement did these treatments make about the value of different Asian populations? Students can reflect in an essay after the T-chart exercise about their reactions to learning about these laws and how it changed their prior thinking. "The Long History of Racism against Asian Americans in the US" from PBS provides more information and resources about the racism against Asian Americans in the United States (<https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s>). Consider consulting Teaching Tolerance's "I Am Asian American" Toolkit for more professional development resources to help teachers reflect on their own assumptions and knowledge gaps about Asian Americans (<https://www.tolerance.org/magazine/summer-2013/toolkit-for-i-am-asian-american>).
4. As a follow-up activity, encourage students to research other notable Asian athletes (<https://www.nbcnews.com/news/asian-america/7-asian-american-sports-trailblazers-who-changed-games-n1006201>).
5. What did they accomplish? How did they raise awareness around the particular cause that they were passionate about? How did they



become leaders in their community? Students can select one figure and conduct a research project on that person. They can present on their findings in a variety of formats: written essay, visual presentation, a combination of both, and more.

### 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 watch an interview with Sammy Lee (<https://www.youtube.com/watch?v=rntQeLcih8>). What details overlap with *The Story of Olympic Diver Sammy Lee*? Are there any differences? Why is Sammy Lee's story so unique? What surprises or does not surprise you? What questions do you have? Students can discuss their reactions in small groups or partners, and then share their ideas with the whole class.
2. Being Asian American deeply shaped Sammy Lee's sense of self. Have students create a mixed-media collage based on their own personal and cultural identities. Each student should include a photograph of themselves within the collage, as well as experiment with colored pencils, paints, magazine clippings, text, and other art materials. How will you capture and depict your personality, family background, and different and interconnected identities? How does society view your culture and background? What historical moments have your family and/or culture been a part of? What symbols, imagery, words, and colors will you use? How will you organize them? How do the included images or objects represent you? Ask students to present their mixed-media collages in small groups.

3. Ask students to create posters for Korean American Day. Encourage students to have their posters reflect the many contributions of Koreans to the United States and globally. This can be a follow-up activity after students research and write about Korean American Day in the English & Language Arts section of this guide.

### 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 *Sixteen Years in Sixteen Seconds: The Sammy Lee Story* (<https://www.leeandlow.com/books/sixteen-years-in-sixteen-seconds>). Encourage family members to read the picture book version of *The Story of Olympic Diver Sammy Lee* at home. Have students and their families talk about what resistance, dedication, and discrimination means to them.
2. Sammy Lee's family deeply impacts his dreams and goals. Have students bring in something from their family to share with the class. Ask students to write a summary explaining how their item is significant to and representative of who they are.
3. If accessible, have students and families research other titles featuring historic Korean figures. How did they shape history? How did they react to and handle the situation when they were faced with obstacles?



### Nonfiction Text Features

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

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

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

Captions	Ask students why they think there is a line of text next to a photograph, illustration, or diagram. What is the purpose of that line of text, or a caption? How would it be different if there was no caption? Have students look at a photograph with the caption covered. Then uncover the 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

**Paula Yoo** is an author and screenwriter whose children's books for Lee & Low include *Sixteen Years in Sixteen Seconds*, *Shining Star*, and several titles in the *Confetti Kids* series. Her titles have been recognized by the International Reading Association, the Texas Bluebonnet Award Masterlist, and Lee & Low's New Voices Award. She and her husband live in Los Angeles, California, where she works in television. You can visit her online at [paulayoo.com](http://paulayoo.com).

## ABOUT THE ILLUSTRATOR

**Dom Lee** made his picture-book debut with *Baseball Saved Us*. He grew up in Seoul, South Korea, and went on to illustrate books in both the United States and Korea. His titles for Lee & Low include Ken Mochizuki's *Passage to Freedom* and *Heroes*, as well as the award-winning *Sixteen Years in Sixteen Seconds*. Lee's unique illustration style involves applying encaustic beeswax on paper, then scratching out images, and finally coloring the images with oil paint. Lee and his wife live in Hollis, New York.

## ABOUT LEE & LOW BOOKS

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

## ORDERING INFORMATION

### On the Web:

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

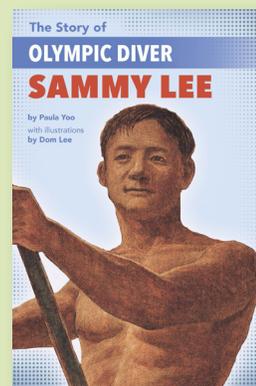
<https://www.leeandlow.com/books/the-story-of-olympic-diver-sammy-lee> (secure online ordering)

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

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

## Book Information for

*The Story of Olympic Diver Sammy Lee*



\$8.95, PAPERBACK

9781643790145

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

\*Reading Level: Grade 5

Interest Level: Grades 3–8

Guided Reading Level: V

Accelerated Reader® Level/Points:  
N/A

Lexile™ Measure: N/A

**THEMES:** Asian/Asian American Interest, Biography/Memoir, Courage, Discrimination, Dreams & Aspirations, Heroism, History, Identity/Self Esteem/Confidence, Nonfiction, Overcoming Obstacles, Persistence/Grit, Sports, Sports History, Tolerance/Acceptance, United States History

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/the-story-of-olympic-diver-sammy-lee>

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