



# Second Stage study guide

Oct.-Nov. 2015



By Moses Goods

Created in collaboration with the Bishop Museum

## The Cast

Moses Goods

## The Artistic Staff

Director  
Set/Lighting/Projection Designer  
Costume Designer  
Composers/Sound Designers

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**WE WELCOME YOU TO HONOLULU THEATRE FOR YOUTH!**

The year-round work of HTY is supported in part by a grant from the State Foundation on Culture and the Arts with funds from the Hawaii State Legislature. This support, with a grant from the National Endowment for the Arts and gifts from private foundations, the corporate community and individuals, enables HTY to offer plays to schools at nominal cost.

# Introduction

## **TEACHER PREVIEW**

HTY invites you & a guest FREE to *DUKE* on Fri., October 16 at 7:00pm or Sat, October 17 at 4:30 pm at Tenney Theatre. Please call ahead for reservations.

## **USING THIS GUIDE**

### **BEFORE ATTENDING THE SHOW**

<b>ACTIVITY</b>	<b>Page</b>	<b>STANDARD CONNECTION</b>
Share information in the <i>Introduction</i>	3	
Try the <i>Resilience</i> activity	3	Common Core Speak/Listen
Read aloud <i>DUKE</i>	4	Common Core Speak/Listen
Discuss <i>Do You Know Duke?</i> With <i>FOR STUDENTS: Do You Know Duke?</i>	4&5	Common Core Speaking/Listening
Consider the questions in <i>Thinking Point</i>	4	Common Core Writing HCPSIII Social Studies and World Languages

---Take your trip to the HTY production of **DUKE**---

### **AFTER ATTENDING THE SHOW**

<b>ACTIVITY</b>	<b>Page</b>	<b>STANDARD CONNECTION</b>
Create a <i>Hero Collage</i>	6	HCPSIII Fine Arts: Visual Art
Conduct Interviews with <i>Finding the Story of a 'Hometown Hero'</i> and <i>FOR STUDENTS: Oral History Interview</i>	7&8	Common Core Writing HCPSIII Fine Arts: Drama/Theatre Social Studies
Try the <i>Writing Activity: The Hero in Me</i>	7	Common Core Writing, Speaking/Listening, HCPSIII Health
Read or research more with <i>Resources</i>	2	Common Core Reading

## **CONTACT US. TELL US WHAT YOU THINK.**

**Feedback Forms:** Please return an evaluation form after seeing the performance. We often contact teachers for further information, so include your name, school address and email address.

**HTY Online:** Visit our website for last minute changes or special offers, [www.htyweb.org](http://www.htyweb.org).

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Becky Dunning, *Managing Director*  
Eric Johnson, *Artistic Director*  
Daniel A. Kelin, II, *Director of Drama Education*  
Stu Hirayama, *School Reservations Manager*

# For Teachers

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INTRODUCTION from Artistic Director, Eric Johnson

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Welcome to Honolulu Theatre for Youth's 61<sup>st</sup> season! This performance marks our third successful year collaborating with the Bishop Museum and we hope that many of you have had the opportunity to take in the concurrent exhibit they created to honor one of the most important of Hawaii's citizens. We hope that attending this production will become a vibrant and educational part of your students learning and that this study guide offers a variety of activities that will be useful to your classroom both prior and after the performance. Please let us know if there are ways in which we can continue to make the HTY experience an even more useful one for your classroom.

## RESILIENCE: An Opening Activity

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For 2015-16, HTY presents plays about strong characters who are models of **resilience**. These characters demonstrate how strength, patience, perseverance and bravery help overcome obstacles. Start your HTY field trip by exploring this key vocabulary.

### WORDS OF RESILIENCE

This activity is a word association activity designed to activate prior knowledge with important vocabulary and themes. Choose from the following: **Resilience, endurance, patience, courage, bravery, nerve, determination, tenacity, perseverance.**

#### Directions

With students seated in a circle, tell them that they will activate prior knowledge around a variety of words related to the play they will be seeing at HTY.

Offer students a general definition of the word you will use. (*See list above*)

Tell students, "We're going to think about what we know about the theme of '**SELECTED WORD**' before seeing the HTY play."

Go around the circle, one student at a time, guiding each student to say one word that relates to the chosen theme. For example, with 'courage' someone might say 'strength' or 'power.'

Repeat the activity, as desired, with a new word related to the play.

## RESOURCES

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### RELATED READING/BOOKS

*Duke: A Great Hawaiian* by Sandra Hall

*Duke's Olympic Feet* by Ellie Crowe

*Memories of Duke* by Sandra Hall/Greg Ambrose

### WEBSITES

<http://www.dukekahanamoku.com/>

*All about Duke!*

<http://encyclopediaofsurfing.com/entries/kahanamoku-duke>

*Biography of Duke on the Surfing Encyclopedia website*

<http://www.latimes.com/local/lanow/la-me-ln-duke-kahanamoku-surfer-20150824-story.html>

*Story of a heroic deed by Duke*

# For Teachers

## Before seeing the Show

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### DUKE

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Meet Duke. He's come to the theatre just to meet you. He wants you to sit back and relax, as he shares his story with you. A story of one man. A story of incredible feats. A unique story of Hawaii. Hawaii's greatest athlete and the grandfather of modern surfing, Duke Kahanamoku is unquestionably one of the most important and beloved figures in Hawaiian history. In many ways, Duke is Hawaii. His gentle, welcoming spirit helped Hawaii gain the Aloha reputation that continues to attract people from around the world even today.

HTY favorite Moses Goods creates an unforgettable portrayal of an extraordinary life. As author and actor, Moses will transform himself into dozens of characters to bring to life a true Hawaiian hero.

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### DUKE AT THE BISHOP MUSEUM

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The Bishop Museum currently features a new exhibit about Duke entitled [Duke Paoa Kahanamoku](#).

The Exhibit runs through Nov. 30 and features Duke's surfboards, awards and fun, interactive ways to get to know more about this important man. We hope that you will encourage your class, take your families and spread the word about this unique opportunity. Information at [bishopmuseum.org](http://bishopmuseum.org).

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### DO YOU KNOW DUKE?

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Duke Kahanamoku lived an amazingly accomplished life. Many think of Duke as a famous surfer and as a statue in Waikiki. However, there is much more to this larger than life man. What do your students know of Duke? Before seeing the HTY show, whet your students' appetites by introducing a few of Duke's accomplishments with the *FOR STUDENTS: What do you Know of Duke* page.

Distribute copies of the *FOR STUDENTS* page. Read through the list as a whole class or have students work in small groups. Read the list out loud. Guide students to check off facts that they already know about Duke.

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### THINKING POINT: Before visiting the show

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#### Do Kids Have Heroes?

Discuss with students the controversy about young people and heroes.

- Is it true that kids these days have no heroes or that their "heroes" are not good role models?
- Do young people today have heroes? Who are they? Are they all contemporary figures?
- Are there any historical figures whom students recognize as heroes? What makes them heroes?
- What traits must someone have to be considered a hero?
- Can a kid be a hero? Who might be an example of a kid hero?

Guide students to write down the name of up to five personal heroes; they can also choose to record no names if they have no heroes. Students should not be required to include their name on their paper. After the writing, collect examples from each. Revisit the first question, 'Do kids have heroes?'

# For Students

## Do You Know Duke?

When talking about surfing, it's hard not to talk about Duke Kahanamoku. However, for some people, all they know about Duke is the statue in Waikiki.

What do you know about Duke? Read on and you will discover some fascinating facts.

### DUKE FACTS *(Check the boxes that you already know)*

- Born in Honolulu in 1890. Grew up near Waikiki Beach, the son of a police captain.
- In 1911, broke 3 freestyle world records in Hawaii's first ever AAU swim meet at Honolulu Harbor.
- Won a place on the American swimming team at the 1912 Olympics in Stockholm, the only Hawaiian present. Won Hawaii's first Olympic gold medal for 100-meter freestyle, and a silver medal for the 4x200-meter freestyle relay.
- The Philadelphia Inquirer called Kahanamoku "a human fish."
- In 1917, rode a monster wave 1-1/8 miles at Waikiki on a wooden surfboard without a skeg or leash—one of the longest rides in memory.
- Appeared in more than two dozen movies; as a pirate, bodyguard, soldier, Sioux Indian, Turk, Hindu, Persian, and South Sea Islander.
- In the 1920 Olympics, won two gold medals in 100-meter freestyle and 4x200-meter freestyle relay. He was 8 years older but his new world record was faster than his 1912 victory.
- In 1925, when a 40-foot yacht called Thelma capsized near Newport Beach in a turbulent sea, and he used his surfboard to swim out to the craft three times to save eight passengers from drowning.
- Called the "King of all Swimmers," Duke used his fame to bring surfing into popular culture.
- From 1934-1960, he was elected Sheriff of City and County of Honolulu 12 times.
- In 1959, Duke became Honolulu's paid "Ambassador of Aloha."
- He taught the hula to England's Queen Mother Elizabeth.
- First person inducted into both the International Swimming Hall of Fame and the International Surfing Hall of Fame.
- Inducted into the US Olympic Hall of Fame.
- In 1990, a statue was dedicated at Waikiki on the centennial of his birth.
- In 1999, Surfer Magazine called Kahanamoku "Surfer of the Century."



King Kamehameha once predicted "that before the native Hawaiian race died out, one man would bring it fame." Was that Duke?

# For Teachers

## Play-related Activity

### HERO COLLAGE

All over the world exist stories of great and brave men and women. DUKE is one of those stories.

#### Discussion

What makes a hero a *hero*? Who are your heroes? Why do you choose that person? What makes him/her a *hero* to you?

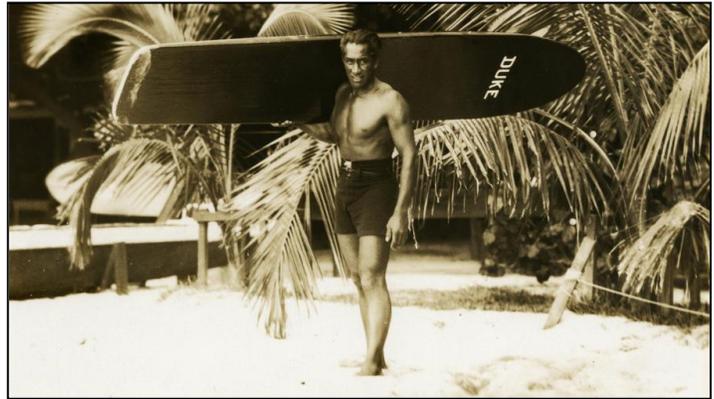
#### What You Need:

Pictures from magazines, newspapers, books, posters

Poster board

Glue

Markers, pens, pencils



#### What You Do:

##### • Hero List

- Make a list of your own *heroes*.
- Next to the names on the first list, make a second list showing the qualities of your heroes.
  - ♦ What is each of these *heroes* known for?
  - ♦ What are their special powers or skills or what has each done to become a hero?
- Look back over the second list.
  - ♦ Which qualities are the most common?
  - ♦ Which are unique to a specific hero?
- Make a final list of those qualities which you feel best describe a *hero*.

##### • Collage

- Collect pictures of heroes from magazines or books.
  - ♦ Pick pictures that show what you think a hero looks like or of someone that has at least one quality from your hero list.
- When you have collected a number of pictures, create a collage of these pictures attaching or gluing them to poster board or other large piece of paper.
- Label the pictures with the qualities selected from your hero list.
- Now you have a Hero Collage; a visual image of what you believe a hero to be.



ShapeCollage.com

# For Teachers

## Post-Show Activity

### FINDING THE STORY OF A 'HOMETOWN HERO'

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**PREPARE:** Have students individually brainstorm to figure out who their "hometown heroes" are and why; someone they can interview. A relative, friend, neighbor, a veteran, retired teacher or principal, member of a senior citizens group, a person in your community. Pick someone who you believe is worthy of being called a 'hero.' Maybe it's your own Mother!

**PLAN:** Following the guide on the *FOR STUDENTS: Oral History Interview* page, talk about conducting interviews. Explain how an interview with someone is really just a conversation with a lot of listening and note-taking. Have students then write a series of questions to ask, using the template on the *FOR STUDENTS: Oral History interview* page. For starters, use questions about your hero's own personal memories. These will relax your subject and help you gather information about your subject's personal experiences.

**INTERVIEW:** Send them out with an assignment to bring their completed interviews back to class.

Decide on a time to meet with your subject. Be on time. Use a tape recorder to record the interview, but be sure your subject agrees to it.

Bring along your questions to help guide you. If your subject tells a different story than your question, let him/her finish and then ask your next question.

Be sure to send a thank-you letter.

**SHARE:** What you do then is up to you. Share the stories, create a heroes display, put together a book of heroes or write your own play!

### WRITING ACTIVITY: The Hero in Me

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Give students an opportunity to think about being an 'every day' hero. Use Duke as an example. When Duke was older, he was a local hero by simply being kind to other people!

#### Procedure

- As a class, discuss how people might be an 'every day' hero. What was a way any of them might have gone out of the way to come to someone's aid? (For example, "I was helpful when I made friends with the new kid," or "I was helpful when John fell off his bike and I brought him to the nurse.")
- Guide students to draw a large frame or tablet outline on a piece of paper.
- Guide students to draw a picture in the frame, showing a time that they faced a challenge or to imagine how they might face a future challenge.
- After finishing the picture, guide students to write about the real or imagined experience.



# For Students Oral History Interview

Write three **warm-up** questions about the person's place of birth, hometown, occupation, childhood, or favorite activities.

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

Write at least six questions to help you get stories

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Prepare some follow-up questions. These questions should help you to get more detailed information from your interviews.

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

**Sample questions to get you started...**

- What are some of your childhood memories? What games did you play when you were a child?
- How are holidays traditionally celebrated in your family? What holidays are the most important?
- What was the happiest (funniest or saddest) memory?
- What was your biggest accomplishment?
- What actions would you change if you had a chance to re-live those years again?

**Ask for details or explanations...**

- How did the story begin or end? Why did this happen...? Why was this important?
- What happened next...? Can you describe the scene...? Who was there with you?