

Educational Resource Guide



BY MOSES GOODS

CREATED IN COLLABORATION WITH THE BISHOP MUSEUM

Performed by
Moses Goods

Additional Voice Actors

Eric Johnson, Junior Tesoro, Alvin Chan, Maile Holck, Christina Uyeno, Ryan Sueoka

Digital Production Team

Moses Goods, Chesley Cannon, Eric West

Based on the original HTY staging

Directed by Eric Johnson

Set/Lighting/Projection Designed by Chesley Cannon

Costume Designed by Lacy Rohlf

Composers/Sound Designed by John Signor, Honybal Sosa, Sam Willis

Study Guide by Daniel A. Kelin, II

For HTY Digital Production

Sound Engineered by Brett Fovargue

Vocals by Starr Kalahiki

Sound Programmed by Matthew Mazzella

Technical Director: Eric West

About Honolulu Theatre for Youth

Honolulu Theatre for Youth (HTY) is Hawaii’s non-profit professional theatre company created to provide theatre and drama education programs that make a difference in the lives of Hawaii’s young people and families. Founded in 1955, HTY has been touring plays statewide since the 1960s and annually reaches audiences across all 6 major Hawaiian Islands. As the only professional non-profit theatre in the State, the company has long played a leading role in the region, but has recently expanded into various types of new media and reached well over 3 million views in the last year.

USING THIS GUIDE

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AFTER THE SHOW

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Conduct Interviews with <i>Finding the Story of a ‘Hometown Hero’</i> and <i>FOR STUDENTS: Oral History Interview</i>	7&9	Common Core Writing National Core Art Standards: Drama National Curriculum Standards for Social Studies
Try the <i>Writing Activity: The Hero in Me</i>	8	Common Core Writing, Speaking and Listening National Health Education Standards
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Becky Dunning, *Managing Director*

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Aloha from Artistic Director, Eric Johnson

Aloha and welcome to Honolulu Theatre for Youth. We hope that this digital 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 to and after the watching the show. 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.

DUKE

Meet Duke. Duke Kahanamoku was a famous surfer, a movie star, an olympic gold medalist, a sheriff, the Ambassador of Aloha, and a hero to many. He was born and raised in Hawai'i, the beautiful land of the Kānaka Maoli, the Native Hawaiian people. Duke was Kānaka Maoli.

Did you know that Hawai'i is actually an archipelago of 8 major islands and more than a hundred other islands, atolls, shoals, and sea mounts that stretches over 1500 miles from the island of Hawai'i to Kure Atoll? Hawai'i was a united kingdom ruled by a monarchy until it was overthrown in 1893 and later annexed by the United States.

Duke was born in Honolulu on the island of O'ahu in 1890 just three years before the overthrow of the kingdom. Considered Hawai'i's greatest athlete and the grandfather of modern surfing, Duke Kahanamoku is unquestionably one of the most important and beloved figures in Hawaiian history.

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.

RESOURCES

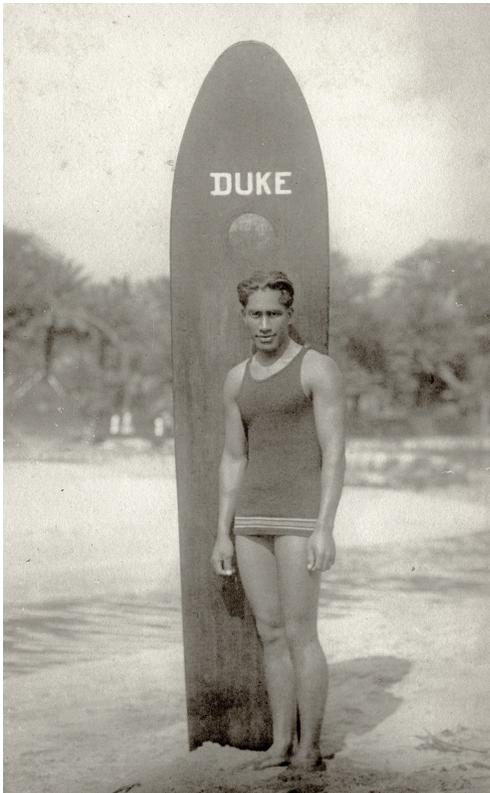
RELATED READING/BOOKS

Duke: A Great Hawaiian by Sandra Hall
Memories of Duke by Sandra Hall/Greg Ambrose
Duke's Olympic Feet by Ellie Crowe

WEBSITES

All about Duke: <http://www.dukekahanamoku.com/>
Biography of Duke: <http://encyclopediaofsurfing.com/entries/kahanamoku-duke>
Story of a heroic deed by Duke:
<http://www.latimes.com/local/lanow/la-me-ln-duke-kahanamoku-surfer-20150824-story.html>

DO YOU KNOW DUKE?



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.

(Photo courtesy of The Bishop Museum)

THINKING POINT: Before viewing the show

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?

DO YOU KNOW DUKE?

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

DUKE FACTS

- Born in Honolulu in 1890. Grew up near Waikiki Beach, the son of a police captain.
- In 1911, broke 3 freestyle world records in Hawai'i'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 Hawai'i's first Olympic gold medal for 100-meter freestyle, and a silver medal for the 4×200-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, Turk, Hindu, Persian, and South Sea Islander.
- In the 1920 Olympics, won two gold medals in 100-meter freestyle and 4×200-meter freestyle relay. 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 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. He was also inducted into the US Olympic Hall of Fame.
- In 1990, a statue was dedicated at Waikiki on the centennial of his birth.



HERO COLLAGE

All over the world, stories exist of great and brave men, women, and young people. 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
- 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?

- Review the second list.

Which qualities are the most common?

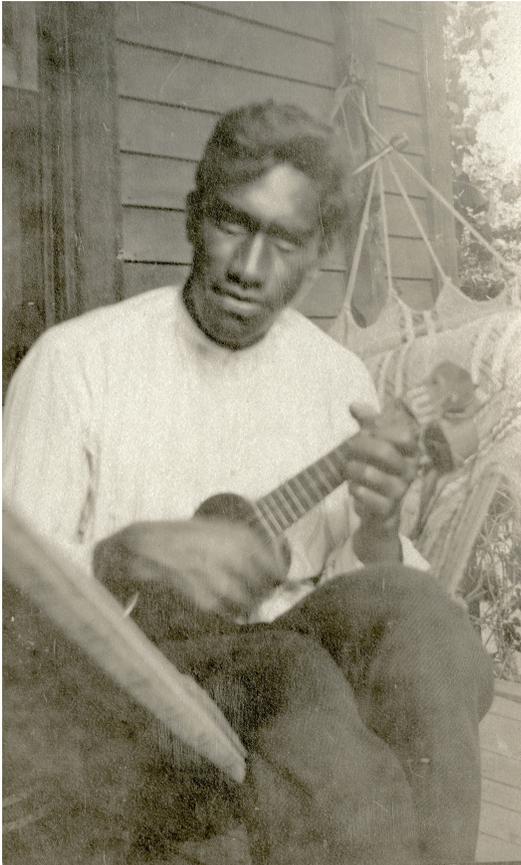
Which are unique to a specific hero?

- Make a final list of the qualities that you feel best describe a hero.

Collage

- Collect pictures from magazines or books 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.

FINDING THE STORY OF A 'HOMETOWN HERO'



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. Instruct students to pick someone that they believe is worthy of being called a 'hero.' Maybe it's their own mom or dad!

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.

(Photo courtesy of The Bishop Museum)

INTERVIEW: Send students out to conduct their interviews.

Instructions for students:

- Decide on a time to meet with your subject. Be on time.
- If meeting via zoom or other online meeting option, ask permission to record the interview.
- 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 note or email.

SHARE: Have students share the stories. The class could even create a heroes display, put together a book of heroes, or write their own play!

WRITING ACTIVITY: The Hero in Me

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.

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 5 questions to help you get stories

1. _____
2. _____
3. _____
4. _____
5. _____

Prepare some follow-up questions that help you to get more detailed information.

1. _____
2. _____
3. _____

Sample questions to get you started...

What are some of your childhood memories?

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?