Title: “The Origins of Surfing”

Focus Question
What are the origins of surfing and surfboard design and how did the ancient art of surfboard making evolve with the advent of new technologies, innovations, and materials as they became available?

Objectives/Outcomes

- Students will learn about the ancient Polynesian art of surfboard shaping, its significance in Hawaiian culture, and the innovations that have shaped the evolution of the surfboard and surfing.
- Students will compare and contrast the tools, technology, and materials used by ancient Hawaiian’s and modern day shapers to create a surfboard.
- Students will explore and identify historical innovations in design, tools and materials used to create surf-craft.

Vocabulary/historical figures

- Polynesia, migration, Papa he’enalu, Kahuna, Kapu, Alaia, Paipo, Olo, innovation, fin, Duke Kahanamoku, George Freeth, Alexander Hume Ford.

Outline

- In pre-visit session, students will view a Ted Ed video “The History of Surfing” and complete video worksheet questions.
- After video, have students write questions in their Student Journals they would like to discuss during their visit to SHACC.
- During their visit to SHACC, students will take a docent-guided tour of the evolutionary timeline and make notes in their journals about major innovations in the design and/or construction of surfboards.
- In a post session, student will develop their research into a written research paper or digital slide show.

Assessment

1. Participation in discussions and completion of video worksheet.
2. Review Student Journals (student should have both pre-visit questions as well as notes from SHACC visit and docent led tour.
3. Have students develop their research into a writing project in the form of a research paper or narrative essay or have students work in teams to present the research using a poster or digital slide show (I.e. PowerPoint or Prezi). Ask them to supplement their Museum research with at least 2 other primary sources.
**Guided Instruction**

**PRE-VISIT ACTIVITY (30-60 minutes)**

- Contact SHACC and arrange a visit time and request Student Journals prior to beginning lesson. *(Student Journals also available online)*
- Familiarize yourself with the contents and layout of the SHACC Student Journals and then pass out to each of your students. Have student write names on back cover of journal.
- Have students review the journal’s Table of Contents page and have them take 5 minutes to quietly read a section of the timeline history that interests them.
- Have your students watch the YouTube video “The Complicated History of Surfing” *(5:39 in length)* and complete video worksheet while viewing. View with LCD projector, Chromebooks, classroom computers, or other mobile devices. Tell them to hold onto worksheets for reference until after your visit to SHACC.
- After viewing the video and completing video worksheet, instruct students to write a minimum of 3 questions in their journal *(Notes Section)* they would like to discuss and investigate further on their visit to the Surfing Heritage and Culture Center (SHACC).
- Have students share their questions with a neighboring student for 2 to 3 minutes and then ask students to share with the class in a teacher moderated discussion.
- Determine your specific guidelines for their final research project and present to the class along with the Grading Rubric in advance of project.

1. Research topics may focus on:
   - Polynesian migration
   - Ancient art of surfboard making
   - Hawaiian cultural influences on surfing
   - Innovations in design and/or materials (any era)
   - Innovators
   - Technological innovations
   - Historical figures and their impact on surfing and/or surf culture

2. Final project can consist of a written research paper or narrative essay, a digital slide presentation (i.e. Google Slides, PowerPoint), or both. *(see attached rubrics for description and guidelines)*

3. Give dates to students for SHACC visit and final due date for research project.

4. You can have your students present to the class if time allows *(both written report and/or slide show presentation)*.

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**Materials**

- Pencil/pen
- SHACC Student Journal
- Video Worksheet
- Grading Rubrics (Project)
- Teacher/facilitator
- Access to the Internet
- Ability to view YouTube video “The History of Surfing” on LCD projector, Chromebooks, or other mobile device.
- Optional: Chromebooks or classroom computers
- Optional: Colored pencils or pens (for coloring journal)

*Students can work on the video worksheet at their own pace by using a Chromebook or computer by pausing video as they answer questions.*

*Optional: Students may color one or more of the historic line drawings in the SHACC Journal. Have an art contest. *(individual images downloadable from SHACC website)*

*Extension: Have students create a video presentation of their visit to SHACC using iPhone and video editing software like iMovie or Windows Movie Maker.*
SHACC FIELD STUDY (60-90 minutes)
- Visiting groups will be introduced to SHACC by one of the museum docents and ask for student to share questions they have written in their journals they were curious about. (You can also open SHACC’s Virtual Tour)
- A SHACC docent will lead students through SHACC’s evolutionary surfboard/surf-culture timeline.
- Students should ask questions and take notes in their Student Journals about intriguing questions, major innovations in the design and/or construction of surfboards, important dates, as well as prominent historical and influential figures. (Note: Students may want to take photos to utilize in final written or digital report)

POST VISIT ACTIVITY (30-90 minutes)
- Have students turn in video worksheet for credit (KEY available)
- Back in the classroom, have a short classroom discussion about what they found most interesting about their visit.
- Describe the guidelines for the Research Project to the class. (as per rubric with due dates)
  1. Pass out or provide copy of Grading Rubric to students.
  2. Students will complete a research project by creating either a written report or a digital slideshow (i.e. Google Slides, PowerPoint).
  3. Students will include necessary academic vocabulary and historical figures (i.e. Kapu, Alaia, fin, Duke Kahanamoku, etc.).
  4. Students must include at least 2 additional primary sources (You may need to remind students of what a primary source is).
  5. You may choose to have some, or all of your students share their research with the class if you have time.

RESOURCES
YouTube Videos:

Internet Sites:
- SHACC (https://shacc.org/)
Video Worksheet: “The Complicated History of Surfing”

Directions: Complete questions while viewing the Ted Ed video “The Complicated History of Surfing”

1. Where did surfing originate?

2. Besides Polynesia, where else was “wave riding” taking place?

3. Where was it that surfing advanced the most in ancient times?

4. Like much of Hawaiian society, nearly every aspect of surfing was governed by a code of rules and taboos called?

5. There were many styles of ancient Hawaiian surfboards. Which type was only surfed by Hawaiian royalty?

6. What is one way these ancient Hawaiian surfboards differed from modern day boards?

7. When was the first written description of surfing documented?

8. What was the biggest threat to the native Hawaiian people after contact with European explorers?

9. What Hawaiian surfer introduced surfing to Southern California?

10. What famous Hawaiian surfer introduced surfing to Australia and New Zealand?

11. When did Hawaii become a State?

12. What do they believe was the real reason for Alexander Hume Ford’s enthusiastic efforts to boost the sport of surfing?

KEY-Video Worksheet: “The Complicated History of Surfing”

Directions: Complete questions while viewing the Ted Ed video “The History of Surfing”

1. Where did surfing originate? Polynesian Pacific
2. Besides Polynesia, where else was “wave riding” taking place? West Africa and Peru
3. Where was it that surfing advanced the most in ancient times? Hawaiian Archipelago
4. Like much of Hawaiian society, nearly every aspect of surfing was governed by a code of rules and taboos called? Kapu
5. There were many styles of ancient Hawaiian surfboards. Which type was only surfed by Hawaiian royalty? The Olo
6. What is one way these ancient Hawaiian surfboards differed from modern day boards? They were finless
7. When was the first written description of surfing documented? 1777 by William Anderson aboard Captain Cook’s ship the “Resolution”
8. What was the biggest threat to the native Hawaiian people after contact with European explorers? New diseases brought by Europeans and Americans
9. What Hawaiian surfer introduced surfing to Southern California? George Freeth in 1907
10. What famous Hawaiian surfer introduced surfing to Australia and New Zealand? Duke Kahanamoku
11. When did Hawaii become a State? 1959
13. What do they believe was the real reason for Alexander Hume Ford’s enthusiastic efforts to boost the sport of surfing? He wanted Hawaii to become a U.S. State and worried about non-white majority in Hawaiian Islands.

# GRADING RUBRIC: RESEARCH ESSAY

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>8-10 points</th>
<th>5-7 points</th>
<th>2-4 points</th>
<th>0-1 points</th>
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<tbody>
<tr>
<td>Introduction (Thesis)</td>
<td>Thesis clearly stated and appropriately focused</td>
<td>Thesis clearly stated but focus could have been sharper</td>
<td>Thesis phrasing too simple, lacks complexity; or not clearly worded</td>
<td>Thesis not evident</td>
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<tr>
<td>Quality of Information &amp; Evidence</td>
<td>Exceptionally researched, extremely detailed, and historically accurate and information clearly relates to the thesis</td>
<td>Information relates to the main topic and paper is well-researched in detail and from a variety of sources</td>
<td>Information relates to the main topic, few details and/or examples are given and shows a limited variety of sources</td>
<td>Information has little or nothing to do with the thesis and information has weak or no relevance</td>
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<tr>
<td>Support of Thesis and Analysis</td>
<td>Relevant and consistent connections made between evidence and thesis. excellent analysis</td>
<td>Consistent connections made between evidence and thesis. good analysis</td>
<td>Some connections made between evidence and thesis. some analysis</td>
<td>Limited or no connections made between evidence and thesis. lack of analysis</td>
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<tr>
<td>Conclusion</td>
<td>Excellent summary of thesis with concluding ideas that impact the reader</td>
<td>Good summary of topic with clear concluding ideas. introduces no new information</td>
<td>Basic summary of topic with some final concluding ideas. introduces no new information</td>
<td>No summary of topic</td>
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<td>INCLUDES:</td>
<td>Contains ALL project requirements</td>
<td>Missing 1-2 project requirement</td>
<td>Missing 3-4 project requirements</td>
<td>Missing 5-6 project requirements</td>
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<td>6. Vocabulary and/or historical figures</td>
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TOTAL = /50
## GRADING RUBRIC: DIGITAL PRESENTATION

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<th>6-4 points</th>
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<th>SCORE</th>
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<tr>
<td>Required Elements</td>
<td>The google slides include all required elements as well as additional information <em>(Title page, min. 7 slides, graphics,)</em></td>
<td>All required elements are included on the google slides</td>
<td>All but 1 of the required elements are included on the google slides</td>
<td>Several required elements are missing</td>
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<tr>
<td>Graphics-Relevance</td>
<td>All graphics are related to the topic and make it easier to understand</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics related to the topic.</td>
<td>Graphics do not relate to the topic.</td>
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<tr>
<td>Attractiveness</td>
<td>The google slides are exceptionally attractive in terms of design, layout, and neatness</td>
<td>The google slides are attractively in terms of design, layout, and neatness.</td>
<td>The google slides are acceptably attractive though it may be a bit messy.</td>
<td>The google slides are distractingly messy or very poorly designed. It is not attractive.</td>
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<tr>
<td>Grammar</td>
<td>There are no grammatical/mechanical mistakes on the google slides.</td>
<td>There are 1-2 grammatical/mechanical mistakes on the google slides.</td>
<td>There are 3-4 grammatical/mechanical mistakes on the google slides.</td>
<td>There are more than 4 grammatical/mechanical mistakes on the google slides</td>
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**TOTAL = /40**