

Teacher's Guide

Guide written by Sharon Langley

Includes Discussion Questions, Classroom Activities, and Links to Resources

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BEFORE YOU READ

*Engage your imagination
and consider the history
and future of skateboards.*

- Have you ever wondered how skateboarding started?
- What other forms of transportation or recreation are like skateboarding?
- What do you think a skateboard might look like 100 years from now?



VOCABULARY

Buoyancy

Freestyle

Gravity

Grinding

Hydrodynamics

Ollie

Petroglyphs

Territory

Wayfinders



AS YOU READ

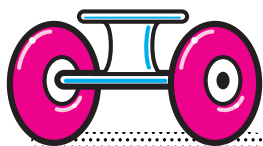
Who knew there was so much to learn about skateboards?

- How did new and changing materials affect skateboard innovation and evolution?
- How has skateboarding played a part in diversity, inclusion, and/or activism?

AFTER YOU READ

Consider the skateboard's influence on popular culture.

- Think about the early days of skateboarding in the United States. Are there pioneers you recognize or follow? Do you follow any current skateboarders? If so, who?
- Have you ever worn a shoe because a skateboarder wore it or endorsed it? What influenced your decision?
- Do you think skateboarding should have become an Olympic sport before 2020? Why or why not?



LANGUAGE ARTS

and SOCIAL STUDIES



CULTURAL PRESERVATION VERSUS ERASURE

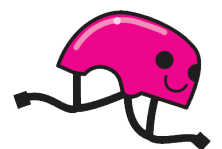
- In the early 1800s, when missionaries began to arrive in Hawai'i intending to convert native people to Christianity, many cultural traditions and practices were banned. Surfing was banned as well, either by the missionaries or American plantation owners who also flocked to the island. The Hawai'ian climate was perfect for growing sugarcane and pineapples, among other things. The plantation owners exploited local workers with physically demanding work and long hours. People had little or no leisure time: so, no time to surf.
- Who were some of the figures who resisted the loss of traditional practices, including surfing? How did they bring attention to the importance of surfing? Were their efforts successful? Present a case from your point of view.

LOOK AT LEGENDS

- Think about the surfers mentioned in Chapter Two. How did their masterful surfing skills help spread awareness of the sport?
- Create a biographical profile of one of the influential surfers or other athletes who helped preserve surfing or promote skateboarding. Discuss who or what influenced their participation in the sport. Consider what influence they might have had on the sport.

EVOLUTION OF A SPORT

- Look at “A Tricked-Out Timeline” in Chapter Ten. Select a period, a ten-year span. What information could you add to the timeline? Do you know of skateboarders or others who should be included? What about other pop-culture influences—music, movies, clothing—that contributed to skateboard culture? Create your own timeline and incorporate your contributions.
- Skateboarding became an Olympic sport in 2020. Did you know that sports can be added to Olympic competitions or exhibitions? Do you think the addition of skateboarding was a good decision? Why or why not? Research the sports being added in 2024. How or why are sports added? What sports would you suggest for exhibition or competition?



VISUAL ART

DECORATE A DECK

Think about the history of deck art. Perhaps you are familiar with graffiti-style, beachy, or Pacific Islander inspired images. Design a deck that reflects your style. Use iconography that expresses your culture or your relationship with skateboarding. Discuss and display your art.

GRAFFITI! Public art or public nuisance? Recently, an unfinished high-rise building in Los Angeles was tagged on every floor. The city decided to spend money to remove the graffiti. How do you view graffiti? Is it art or an eyesore? Why do people create it?

PROJECT IDEA In a safe and approved space, such as on a poster board or backdrop, create your own street art. Be sure to explain the symbolism, colors, and other choices in your art.





STANDARDS

ENGLISH LANGUAGE ARTS

Common Core State Standards Connections: ELA/Literacy

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-2), (3-LS4-3), (3-LS4-4)

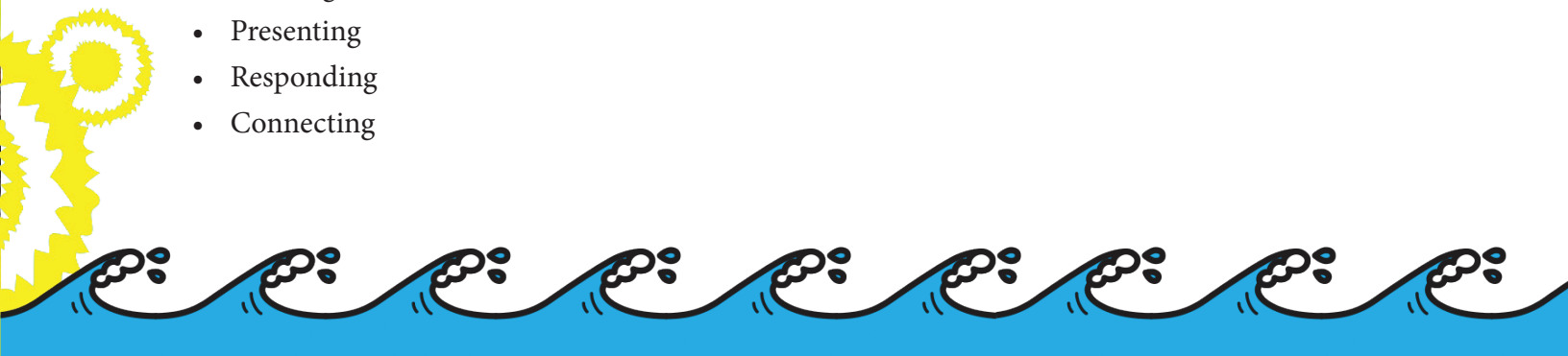
SOCIAL STUDIES

K–5 History/Social Science standards are integrated into the K–5 Reading Standards.

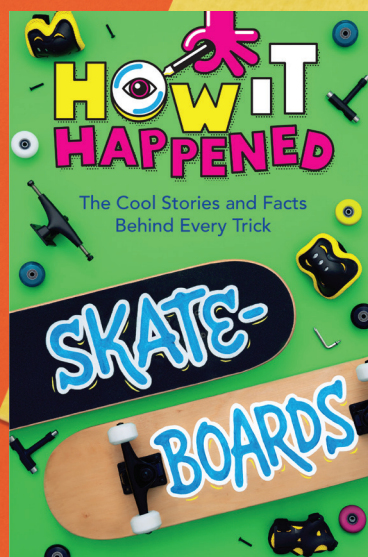
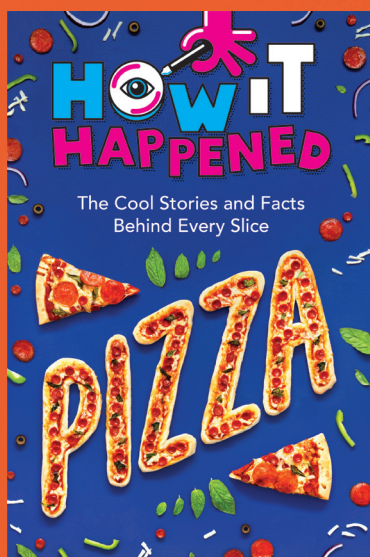
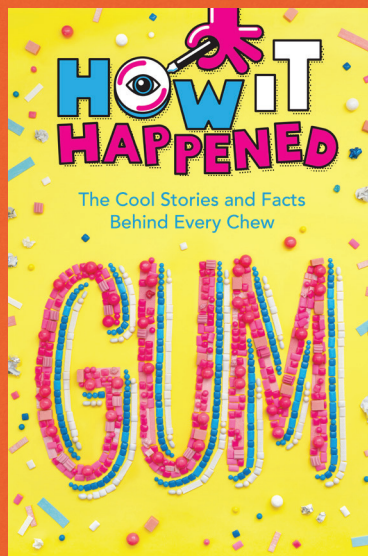
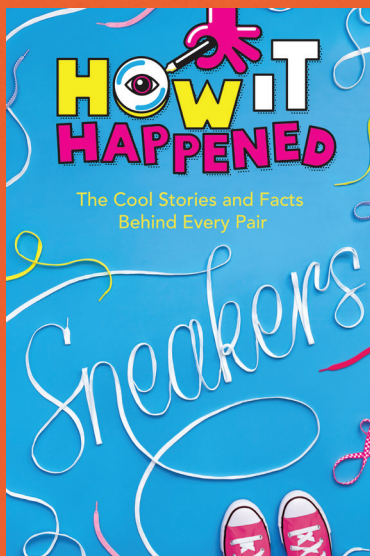
Reading and responding to the biographies of historically significant figures; see Reading Informational Text. (RI 3.1, RI 3.3)

VISUAL ARTS

See National Core Arts Standards, which include Artistic Processes and Anchor Standards:

- Creating
 - Presenting
 - Responding
 - Connecting
- 

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