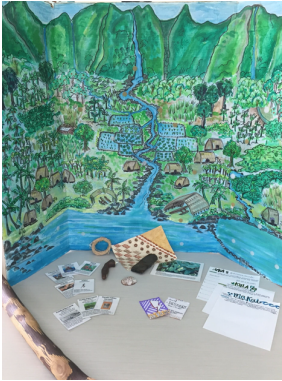


# MĀNOA HERITAGE CENTER

## Ahupua‘a Resource Activity- Extended Curriculum Pre- and Post-visit Lesson Plans



### Introduction/Overview

MHC strives to be a community resource of Hawai'i's heritage, providing connections from the past to the present. This curriculum comprises 9 lessons (standards-aligned) to complement your ahupua‘a learning journey. We understand that we do not know all the answers, so each lesson originates from other local organizations. We hope you build relationships with these public curriculum resources to utilize in your class Hawaiian culture learning journeys. Here we provide 7 pre-visit lessons and two post-visit lessons to help your students engage in the content knowledge and skills that they will be experiencing at Mānoa Heritage Center. This curriculum is optional, however, at a minimum we strongly encourage facilitating lessons 1 through 3 before your visit. These lessons provide a foundation for your students to make meaning of their own Mānoa Heritage Center experience and strengthen their sense of place in Hawai'i.

Each lesson includes 1-3 activities broken down by a description, duration, learning objectives, standards, and supplies needed.

Lessons are geared towards 3rd-5th grade, but if you are interested, we'd be more than happy to work with you on adjustments to your grade level!

If you have questions, concerns, or feedback, please contact Keala Wong at [keala@manoaheritagecenter.org](mailto:keala@manoaheritagecenter.org) or 808-988-1287

### **‘A‘ohe pau ka ‘ike i ka hālau ho‘okāhi.**

*All knowledge is not learned in just one school.*

[One can learn from many sources.]

-Found in Mary Kawena Puku'i's, *‘Ōlelo No‘eau 1983*

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## Essential Question:

- What values can we learn from the ahupua'a land system to ensure our natural resources are available for generations.

## Enduring Understandings:

- A healthy 'āina means a healthy people.
- Healthy 'āina takes many people understanding and exchanging their strengths through ALOHA (defined on next page).

*Best shared through this video by the Oahu Economic Development Board:*

E Ohana Hou: <https://youtu.be/TnOzuZUhtaQ>

Overarching Standard:

### **Civics Anchor Standard 7**

Civic Virtues and Democratic Principles Core Values of Early Communities Content

#### Standard SS.4.4.7.2

Explain how core values of the early Hawaiians are applicable to modern-day Hawai'i

- Core Values: cooperation (kōkua), family ('ohana), harmony (lōkahi), importance of responsibility (kuleana), righteousness (pono), spirituality

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These descriptive meanings and imageries of ALOHA is shared with us by storyteller Pono Shim as he had learned from his aunty Pilahi Paki (1910-1985). The rearrangement of order provides a gradual understanding of the practice of ALOHA.

Definitions:

*Layers of meaning*

Ho'opukakū  
*Literal*

Kaona  
*Symbolic*

Noa Huna  
*Esoteric, personal*

**Heaven's perspective:** "All things in this world are two, in heaven there is but one" – Queen Lili'uokalani

On earth, there are always at least two sides to a story, in heaven there is only one perspective that sees all sides. Heavens perspective is above the sides and connects all sides.

Pono Shim:

<https://www.youtube.com/watch?v=eZCCfyimPtE>

## **Lōkahi**

*Ho'opukakū:* unity

*Kaona:* harmony

*Noa Huna:* To be connected or undivided (already whole)...the practice is in recognizing the connection and expressing through storytelling. To look for and/or recognize the connections we have (which may not be readily recognizable) and then find the story which unveils the connection. It also conveys a desire for harmony from within and from that peaceful place looking for the "one story" or the "story from heaven's perspective" where there are no sides (walls, prejudices, biases, silos, agendas).

## **Ahonui**

*Ho'opukakū:* Patience, persistence

*Kaona:*

*Noa Huna:* Waiting for the moment...the practice is mindfulness. To wait for the moment is to first notice that we have the awareness to recognize and control our responses. Notice how you are feeling, notice what you want to do, or don't want to do. What you would normally do? What reaction/response would result? Recognize if it's in alignment with your desire/hope. The continuous state of living in the moment with the expectations and urgency that moments are coming and to prepare others for the moment.

## **Ha'aha'a**

*Ho'opukakū:* humble, humility

*Kaona:* space

*Noa Huna:* to go empty, be empty...the practice is listening. A deep listening below the words in the conversation. Listen to the words and also listen for where the words are coming from. What is causing those words? From the cause, what is the intention of the person who is expressing the words? Where do the words go? Where do they not go? What are the responses to the words? What are the words that are not being heard or spoken?

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## **Akahai**

*Ho 'opukakū:* kindness

*Kaona:*

*Noa Huna:* Leaving better than you found it –with white gloves...the practice is grace. White gloves give the image of leaving someone clean and not staining them or leaving a blemish or scar. To leave someone unblemished is to share akahai. It does not carry an expectation of an award or reward or reciprocity, it is to share our best fish and keep our less than best fish.

## **'Olu'olu**

*Ho 'opukakū:* pleasant, agreeable

*Kaona:*

*Noa Huna:* Gentle like carrying a baby...the practice is gentle strength. To be 'olu'olu is to be gentle in your relationship and acknowledging (or finding/recognizing) it's significance to you. 'Olu'olu has the strong side as well and it is the unseen kuleana of gentle, "strength". Gentle enough to not bruise or hurt baby but strong enough to carry the baby without dropping baby. Restraint and unbreakable spirit/foundation. It is the response to do the right thing at the right time especially in the uncomfortable situations with the full intention of caring for someone or something in the larger context (heaven's perspective).



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## Lesson 1: Introduction to the Ahupua'a Implement in classroom



Public Curriculum Resource: [Kumukahi.org](http://Kumukahi.org) supported by Kamehameha Publishing

### Description

Students will watch an introduction to the ahupua'a video created by Kumukahi.org, an online Hawaiian culture education resource. Students will hear first hand from a manaleo (fluent speaking native) who was raised on Moloka'i by his grandparents. During the video, students will take notes following Kumukahi's set guiding questions and engage in small and large group discussions about the students' connection to the content being shared. Students will then draw their initial thoughts of an ahupua'a in a triorama activity.

**Duration:** *Video- 6 min. 28 sec.*  
*Small group discussion- 10 minutes*  
*Class discussion- 10 -15 minutes*  
*Triorama activity- 20-30 minutes*

### Learning Objectives

Students will learn in brief, the purpose and function of the ahupua'a land division system through a traditional avenue, learning from kūpuna (elders). Kumukahi's guiding questions promote critical thinking skills about how Hawaiians viewed "success" in life. Students will be given the opportunity to compare traditional Hawaiian values to students' present day life values.

### Standards

[Hawai'i Common Core ELA standards:](#) [CCSS.ELA-LITERACY.SL.4.1](#)  
*CCSS.ELA-LITERACY.SL.4.1.D*

[Hawai'i Core Standards for Social Studies:](#) *SS.K.1.8.2*  
*SS.4.2.14.3*  
*SS.4.2.16.2*  
*SS.K.3.10.2*

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[SS.4.3.10.1](#)

[SS.4.4.7.2](#)

[Nā Hopena A'o:](#) *Strengthen Sense of Belonging (g)*  
*Strengthen Sense of Hawaii (d)*

## Supplies & Materials Needed

- [Ahupua'a video by Kumukahi.org + Ahupua'a background info.](#)
- [Ahupua'a guiding questions by Kumukahi.org](#)
  - Internet
  - A device to stream an online source for class to see (t.v. connected to computer, projector monitor, individual computers, ipads)
  - Printer and paper
  - Writing tool

## Implementation SUGGESTIONS:

- Have students answer *specific questions* during the video. Give students the questions before showing the video so they know some keywords to look out for.
- Teacher led discussion of specific questions, after the video. \*See activity below as another option for this class debrief.
- Teachers have the option to customize discussion questions as appropriate to class and curriculum outcome goals.
- Using the *general questions*, split class into 3 groups, each group will discuss one *general question* for about 10 min. After time is up, each group will share-out their response to the question. Allow other students to comment on the question.
  - OPTIONAL small-group discussion techniques:
    - Graphic Organizer: Use large poster paper. Write question(s) in the middle. Write thoughts, answers, questions around the main question.
    - Internal / External: For first 5 min. allow students time to write out their understanding of the question. For the last 5 minutes, everyone in small-groups will discuss their ideas.
- OPTIONAL *general questions* can be used as a writing prompt to meet ELA standards.
- Build an Ahupua'a TOGETHER as a class COMMUNITY
  - Large poster paper / white board / large medium to draw on so the whole class can see.

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- ❑ Writing tools; dark enough for whole class to see

## **Implementation SUGGESTIONS:**

- Use the *Guiding Questions-specific questions* to guide this class drawing..
- Teacher can do all the drawing, OR, can call students up to add to the class ahupua`a drawing. \*In lesson 2, students will be drawing their own individual ahupua`a.

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## Lesson 2: Exploring the Ahupua'a

Implement in classroom



Public Curriculum Resource: [Kamehameha Schools Education Technology Services](#)

### Description

Students will get an idea of what life was like living in the ahupua'a through unstructured exploration of this interactive virtual reality (VR) tour created by Kamehameha Schools Distance Learning. Students can connect and engage with traditional times using technology of the current times.

**Duration:** *VR exploration- 15 minutes*  
*Class discussion- 10 minutes*

### Learning Objectives

Students will gain a better understanding of life in the ahupua'a through visuals, language, sounds, and songs related to the landscape, plants, animals, and activities of the people in an ahupua'a. Building off of the values learned in the previous lesson, students will get to visually explore how Hawaiian values were practiced in daily activities.

### Standards

Hawai'i Common Core ELA standards: [CCSS.ELA-LITERACY.SL.4.1](#)  
*CCSS.ELA-LITERACY.SL.4.1.D*

Hawai'i Core Standards for Social Studies: [SS.K.1.8.2](#)  
[SS.4.2.14.3](#)  
[SS.4.2.16.2](#)  
[SS.K.3.10.2](#)  
[SS.4.3.10.1](#)  
[SS.4.7.10.2](#)

Next Generation Science Standards: [MS-LS1-8](#)

Nā Hopena A'o: *Strengthen Sense of Belonging (g)*

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## Supplies & Materials Needed

- [Virtual Reality exploration of the ahupua'a.](#)  
(Select the link provided > scroll down and select Ka Nohona

Ahupua'a:

Life in the Ahupua'a)

- Internet
  - Multiple tech devices (computers, ipads)
- 
- Activity Reflection: discussion
    - Through specific activities, what are some natural resources that people of old Hawai'i valued? How did they show their value of said resources?
- 
- [Triorama prep guide](#)
    - Paper
    - Scissors
  
    - Pencil/pens/crayons/watercolor



## Implementation SUGGESTIONS:

- Triorama activity: follow directions to prepare triorama before class. Allow students at least 20 minutes to design and color their initial interpretation of an Ahupua'a.
  - \*\*At the end of the entire curriculum, students will repeat this activity. The two triorama artifacts are an evaluation tool to gauge student comprehension.

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## Lesson 3: Exploring MY Ahupua`a Implement in classroom/ Take home assignment(s)



### Description

Now that the students have learned what an ahupua`a is, it is time for them to begin their journey on the ahupua`a that impacts them most. Students will personalize their ahupua`a journey by getting to know their ahupua`a through a research project. This is a project to be done throughout the remainder of their ahupua`a journey in class. Provided under the *Supplies & Materials Needed* section is a research guide with the basic resources to begin this intimate journey.

**Duration:** *Research- TBD*

### Learning Objectives

People of old Hawai`i understood that resources are finite, and without careful awareness and management of these resources, they would be gone forever. Hawaiians worked with the natural landscape, utilizing it's strengths. Building off of previous lessons where students learned Hawaiian values associated with land and natural resources, this lesson will allow students to personalize those values. Bringing the values close to home, students will learn about their own place(s)/ahupua`a. Through learning about their place(s) in a historic context, students can build on their relationship with their home.

### Standards

[Hawai`i Core Standards for Social Studies:](#)

[Anchor Standard 2 Gathering and Evaluating Sources](#)    [SS.3-5.2.1](#)  
[SS.3-5.2.3](#)

[Nā Hopena A`o:](#)

Strengthened Sense of Belonging: (a), (b)  
Strengthened Sense of Responsibility: (b), (f)  
Strengthened Sense of Excellence: (b)  
Strengthened Sense of Aloha: (b)  
Strengthened Sense of Total Well-being: (e)  
Strengthened Sense of Hawai`i: (c), (d), (e), (g), (h)

### Supplies & Materials Needed

- [Research guide of your ahupua`a](#)  
[This will be an on-going project done throughout this Ahupua`a journey]

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- Initial research - Place Name; what is the meaning.
  - What implications does the meaning provide about the place?
  - Locate (color) the place on a [map](#).

## Implementation SUGGESTIONS

- Determine what is the best way for your students to achieve this lesson. OPTIONS: 1) research as a whole class, 2) small group research, 3) individual research.
- Book resources can be found online, at public libraries, at [UH college libraries](#), etc.
  - The GOAL is for students to see the power in knowing about their place in order to build a deeper relationship to places. But be aware, not every place has in depth information recorded of it. Students therefore can research neighboring ahupua'a, or gather what they can and think about perhaps, why is their less information published about this place?
- ASSESSMENT: it will be up to you how far or deep you want to incorporate this into your curriculum.
  - Components of research: historical accounts, significant land features (traditional hawaiian names of land features and their meanings), meaning of place name, stories affiliated with place, songs about the place, interviews with kūpuna (elders).
  - Presentation mediums: written report, art project re-creating your ahupua'a, powerpoint, video, slide-show, diorama, enlarged story book, tri-fold presentation board, performance, song, etc.
  - Authentic audience: who is the appropriate audience who will benefit from the student's research.
  - Beyond the classroom: Can this research be utilized to make a change in the student's community? Persuade government officials on choice of land use, help to name buildings of school or community, introducing traditional sustainable practices back into students' lives through gardens, etc.

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## Lesson 4: Plants of the Ahupua'a

Implement in classroom

Public Resource: [manoaheritagecenter.org](http://manoaheritagecenter.org)



### Description

Now that students have an idea of what an ahupua'a is and how life functioned within it, students will zoom in closer to the natural resources used by the people in order to thrive. You will present an interactive MHC created powerpoint to the class. The interactive portion is OPTIONAL (more is explained in the *Implementation Suggestions* section). After the presentation, take the students on a walk around campus and look out for the plants mentioned in this lesson.

**Duration:** *Interactive powerpoint presentation- 25 minutes*  
*Post presentation campus walk- 15 minutes*

### Learning Objectives

The objective is for students to familiarize themselves with plants they will see and engage with during their Mānoa Heritage visit and the Waikīkī Ahupua'a Resource activity. While the short term goal is focused on the MHC visit, the long term goal is focused on sparking a foundational understanding for Hawai'i's flora with the hopes that the students will want to protect them. Hopefully students will find the intricate values in Hawai'i's unique natural resources as they relate to their ahupua'a research.

### Standards

Hawai'i Common Core ELA standards: *CCSS.ELA-LITERACY.SL.K.3*  
*CCSS.ELA-LITERACY.RI.4.10*

Hawai'i Core Standards for Social Studies: *SS.4.3.10.1*

Next Generation Science Standards: *MS-LS1-8*  
*3-LS4-3*

Nā Hopena A'o: *Strengthen Sense of Belonging (e)*  
*Strengthen Sense of Hawaii (d)*

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## Supplies & Materials Needed

- MHC plant powerpoint  
(find in Google Drive [MHC Ahupua'a Resource Activity-Extended Curriculum resource folder](#); **please download pp** to play, *instead of using Google slides*, in order to avoid complications with voice recording feature)
  - Internet
  - A device to stream an online source for class to see (projector monitor)
  - [Lesson 4: Slide Notes](#)

### OPTIONAL:

- Printer and paper
  - [Lesson 4: plant cards](#)
  - It is ideal to print plant cards in color so students can better identify.
- KAHOOT! Log-in **\*\*MUST EMAIL [keala@manoaheritagecenter.org](mailto:keala@manoaheritagecenter.org) to request access**

## Implementation SUGGESTIONS

- REVIEW pp presentation before implementing. There is ample knowledge shared in slide notes as well as word-for-word commentary, if you choose to follow. A key for understanding note organization is provided on the first slide-notes section. Please be aware of the simple technical factor; that is to **ONLY use the click of the mouse to transition through slides**. DO NOT use the space-bar.
- INTERACTIVE component: each student will be handed a plant card with a photo and simple description of a common use in traditional Hawai'i. When appropriate, students will read aloud their plant card.
  - We suggest printing cards on hard stock paper and in color for a nicer presentation of lesson materials.
  - If you cannot access printing in color, MHC can lend out plant cards, upon availability, with at least 1 week notice. Cards will need to be returned within a week of use.
- STOP AND SMELL THE PUA (flower)! After the presentation, take the students outside for a walk around campus. If applicable, using the plant cards, have students look around to see if the plants are found around campus. Make observations of each plant using touch, smell, and sight senses, to gain a deeper familiarity with the plants.
  - QUESTIONS TO POSE: Is this plant currently being used by our school community in any way? If not, what are some ways it can be used by our school community?

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## **\*\*Continuing Lesson 3: Exploring MY Ahupua`a**

- Have students research the main resources (environment, plants) recorded on their respective ahupua`a. Do a share out.



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## Lesson 5: Kuleana **\*in progress**

Implement in classroom

\*Introduce the kuleana used in the Ahupuaa game at MHC.

Activity: "What is my strengths (Home, class, community? What do I contribute to my home/class/community? What do I desire to be good/strong at? How can I contribute to my home/class/community? "

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## Lesson 6: Settling into the Ahupua'a

Implement in classroom



Public Curriculum Resource: [Oahu Invasive Species Committee](#)

### Description

Students will participate in their own ahupua'a system by preparing for a voyage. They will determine what supplies they may need and in which region of the ahupua'a they should go to gather their supplies.

**Duration:** *Powerpoint presentation:* **15-20 minutes**

*Preparing for your voyage activity:* **30-45 minutes**

### Learning Objective

In learning about the intended resources Polynesians brought with them on their journey to finding a new home (Hawai'i), students may begin to build upon their understanding of values, the core of what really matters. If life was the ocean, our bodies the canoe, what are the most important values we carry with us on our journeys?

He wa'a he moku, he moku he wa'a  
*A canoe is an island, an island is a canoe*

### Standards

Hawai'i Core Standards for Social Studies: [SS.4.7.14.1](#)  
[SS.4.2.14.3](#)  
[SS.4.2.16.2](#)  
[SS.3-5.5.4](#)  
[SS.4.3.10.1](#)  
[SS.4.7.10.2](#)

Next Generation Science Standards: [K-LS1-1](#)  
[K-ESS3-1](#)  
[3-LS2](#)  
[3-LS3-2](#)  
[4-LS1.D](#)  
[5-LS1](#)

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- Nā Hopena A'o: *Strengthen Sense of Belonging (g)*  
*Strengthen Sense of Responsibility (g)*  
*Strengthen Sense of Excellence (a)*  
*Strengthen Sense of Aloha (e) (g)*  
*Strengthen Sense of Hawaii (d)*

## Supplies & Materials Needed

- OISC Ahupua'a powerpoint  
(find in Google Drive [MHC Ahupua'a Resource Activity-Extended Curriculum resource folder](#); **please download pp** to play, *instead of using google slides*, in order to avoid complications with voice recording feature)
  - Internet
  - computer and projector
  
- [Preparing for a voyage](#) activity sheets
  - Paper
  - Writing/coloring/drawing tools

## Implementation SUGGESTIONS

- Before beginning presentation, ask students to use bullet point technique to finish this sentence: *To me, success is...*  
(This will lead into a comparison thought after the entire activity.)
  
- Preparing for a Voyage activity- Students can work individually or in small groups, or both, depending on the time allowed for activity. Teachers can get as creative as they want with art materials for this activity.
  - Guiding Questions:
    - What do you think success meant to the people of old Hawai'i?
      - (can think about individually or in small groups)
    - Have students look back at their response earlier to "*To me, success is...*", and compare the ideas of success then and now.

### A MATH OPTION!

- This activity can possibly extend into a math lesson of weight distribution. Teacher can select items from previous course content associated with voyaging resources, give each item a weight (simplify to single digit pounds; banana bunch=2 lbs, coconut=.5 lb, etc.), and ask the students to organize the selected resources on their canoe by equally distributing weight.

## \*\*Continuing Lesson 3: Exploring MY Ahupua'a

- Have students research the land features of their respective ahupua'a.  
Do a share out.

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## Lesson 7: Honoring People and Place – Ho'okupu

Implement in classroom



Public Curriculum Resource: [Kokua Hawaii Foundation](http://Kokua Hawaii Foundation)

Public Curriculum Resource: [Kumukahi.org](http://Kumukahi.org)

### Description

Learning about life in the Ahupua'a is incomplete without the spiritual aspect. Native people of Hawai'i understood their connection to nature. They understood that their actions affected the environment and that the environment affected the people's well being. To recognize this relationship, it was custom in everyday life that people expressed their mahalo (appreciation) towards one another, the 'āina (land), plants, animals, and the skies, through a special gift called **ho'okupu**. There are many ways to express mahalo. Here is a lesson that teaches the expression of mahalo through a thoughtful lā'ī (ti leaf) bundle called, pūlo.

**Duration:** *Ho'okupu video: 5 min. 8 sec.*

*Advanced preparation for Ho'okupu making activity: 5-10 minutes*

*Ho'okupu making activity: 15-20 minutes*

### Learning Objective

Students will see how native people of old Hawai'i valued their relationship with nature through learning about ho'okupu, a gift given with the intention of building relationships. Gifts are visible representations of showing how much one (person/place/thing) is valued. Students will learn a traditional way of expressing mahalo, a pū'olo lā'ī (ti leaf bundle).

### Standards

[Hawai'i Core Standards for Social Studies:](#) **SS.4.3.10.1**

[Next Generation Science Standards:](#) **MS-LS1-8**

[Nā Hopena A'o:](#)

- Strengthen Sense of Belonging (e) (g)*
- Strengthen Sense of Responsibility (c) (g)*
- Strengthen Sense of Aloha (e) (g)*
- Strengthen Sense of Hawaii (d) (g)*

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## Supplies & Materials Needed

- [Ho'okupu video](#) by Kumukahi.org, plus background information about Ho'okupu.
  - Internet
  - A device to stream an online source for class to see (t.v. connected to computer, projector monitor, individual computers, ipads)
- Kokuā Hawai'i Foundations', [the Hawaiian Garden activity](#)
  - We will be specifically exploring the Kī (Ti)--Makana (pg.4) and or Making Pū'olo lesson on (pg. 5-6)
    - **\*\*Find KHF lesson in ARA-xC google drive folder. Scroll down to pg. 61-64**
  - 8-10 large and beautiful lā'i (ti leaf) \*\*pick some old and ripped ones to practice deboning!
  - Makana (gift) to place in the pū'olo ho'okupu: A good gift is one that holds meaning to you. For MHC specifically – Organic items, NO food. **Acceptable items:** lei, plants, flowers, water, dirt, etc.
  - Natural cordage material



- **NOTE:** curriculum calls for twist-tie or floral wire. For the purpose of presenting Ho'okupu at the Manoa Heritage Center, we request only natural and biodegradable materials as we compost the makana. Some tying suggestions: raffia (not sealed in plastic), string, ti leaf (heat up in the sun until color changes to a darker green or until it softens, then twist like rope and tie as usual).

## Implementation SUGGESTIONS

- I recommend you teach students how to debone ti leaves. Show them, then let them try.
- Gifts to put in the ho'okupu: Like Malia learned from her tutu, "Hookupu is really about giving the best of yourself." The best gift is a meaningful gift with close relation to yourself.

For gifting to MHC: After watching the Kumukahi.org video, have students collect flowers, leaves, dirt, etc. from a place that is special to them. This can either be a homework assignment or students can gather from around campus. Reiterate to

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students to have positive thoughts and intentions in this process. Remind them to think hard about the organic material they choose and why they chose it.

- 3 options for ho'okupu making
  - Option 1: One pū'olo ho'okupu to represent the entire class. You will direct 3 students and they will do the work. Make sure all students at least touch the ho'okupu to include their positive energy to it.
  - Option 2: Small group pū'olo ho'okupu making. Break the class up into groups of 4. Each group will make a pū'olo.
  - Option 3: One pū'olo ho'okupu and individual wrapped gifts. Utilizing the *Makana* lesson on page 4 of Kokua Hawai'i Foundation's *Grade 4: The Hawaiian Garden*, have each student make an individual and simple wrapped lā'ī (ti leaf) ho'okupu. Then, you will demonstrate to the class how to make the pū'olo ho'okupu.

## **\*\*Continuing Lesson 3: Exploring MY Ahupua'a**

- Have students research the mo'olelo and mele of their respective ahupua'a. Have students pay attention to what is being revered/of high value in these stories and mele.
  - Re-telling or singing of these songs or stories in the places they are rooted in is a makana! I encourage you to take visit the places mentioned in the story or song. I encourage you to sing the song in the place, to the place!
- When visiting these places, will you bring a makana/ho'okupu? What relationship would be nurtured in this gift giving experience?  
Do a share out.

# MĀNOA HERITAGE CENTER

## Lesson 8: Waikīkī Ahupua'a Resource Activity

At Mānoa Heritage Center



### Description

Previous lessons will be compiled into hands-on activities, such as, a garden walk and an assimilation game of life in an ahupua'a. As a component of the Ahupua'a activity, each student will be given a *kuleana* (role) within the ahupua'a to embody. Students will increase their understanding of life in the ahupua'a through interacting with replicas of traditional tools and plant description cards. Through the practice of collective decision making, students will work towards having the appropriate resources needed to fulfill each members kuleana in order to survive and thrive.

**Duration:** *Pre-activity discussion:* **30 minutes**  
*Ahupua'a Resource Activity:* **30 minutes**

### Learning Objective

Students will continue to build their understanding of the ahupua'a as a sustainable system for sharing resources through an exploration of cultural objects and small group discussion. Students will consider what the basic needs are for survival and work in teams to determine the necessary resources needed to sustain life in their community. Previously learned values will be put to the test in this reenactment of life in an ahupua'a.

# MĀNOA HERITAGE CENTER

## Standards

Hawai'i Common Core ELA standards:

[CCSS.ELA-LITERACY.SL.4.1](#)  
[CCSS.ELA-LITERACY.SL.4.1.A](#)  
[CCSS.ELA-LITERACY.SL.4.1.B](#)  
[CCSS.ELA-LITERACY.SL.4.1.C](#)  
[CCSS.ELA-LITERACY.SL.4.1.D](#)  
[CCSS.ELA-LITERACY.SL.K.3](#)  
[CCSS.ELA-LITERACY.SL.K.5](#)

Hawai'i Core Standards for Social Studies:

[SS.K.1.8.2](#)  
[SS.3-5.5.2](#)  
[SS.3-5.5.3](#)  
[SS.3-5.5.4](#)  
[SS.4.7.14.1](#)  
[SS.4.2.14.3](#)  
[SS.4.2.16.2](#)  
[SS.3-5.5.4](#)  
[SS.4.3.10.1](#)  
[SS.4.7.10.2](#)

Next Generation Science Standards:

[k-ESS3-3](#)  
[3-LS4-3](#)  
[MS-LS1-8](#)

Nā Hopena A'o: *Strengthen Sense of Belonging (e) (g)*  
*Strengthen Sense of Responsibility (c)*  
*Strengthen Sense of Excellence (a)*  
*Strengthen Sense of Aloha (e) (f) (g)*  
*Strengthen Sense of Hawaii (d) (g)*

## Supplies & Materials Needed -

- Waikiki Ahupuaa Resource activity [detailed lesson plan](#) found in ARA-xC Google Drive
  - Paper
  - Pencils, pens, colored pencils
  - Cultural objects
  - Plant photo cards with descriptions

## Implementation SUGGESTIONS

- Lessons 1 & 2 familiarize students with the scenario of life in an ahupua'a.

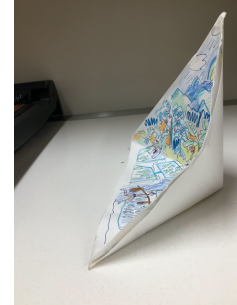
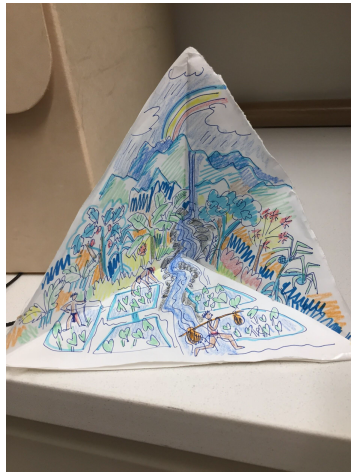
## MĀNOA HERITAGE CENTER

- Lesson 3 allows students to strengthen their sense of place through their ahupua'a
- Lesson 4 provides basic plant knowledge that is utilized in the activity.
- Lesson 5 introduces some kuleana (roles) of an ahupua'a that they will experience in this (lesson 8) activity.
- Lesson 6 familiarizes students with resources and provides practice with group decision making.
- Lesson 7 adds to students deeper understanding of native Hawaiian world-view.

# MĀNOA HERITAGE CENTER

## Lesson 9: My Ahupua`a

Implement in classroom/Take home assignment



### Description

To tie this learning journey together, students will go back to the beginning and redesign their own ahupua`a based on their research of the ahupua`a that the student identifies with. This should be implemented right after the MHC visit, while the ahupua`a experience is fresh in the students' minds. This 2D triorama will serve as an expression of each student's learning throughout their journey of the ahupua`a.

**Duration:** 30 minutes

### Objective

This lesson will serve as an evaluation of the students understanding of an ahupua`a as it is relevant to them. Students' understandings of their place can be seen in the details of resources chosen to be included as well as positioning of landscape and resources. Students will express the values gained of land and community resiliency as it pertains to sustainability through writing a narrative of the thier ahupua`a triorama.

### Standards

Hawai'i Common Core ELA standards: [CCSS.ELA-LITERACY.SL.K.5](#)

Hawai'i Core Standards for Social Studies: [SS.4.7.14.1](#)

[SS.4.2.14.3](#)

[SS.4.3.10.1](#)

[SS.4.7.10.2](#)

Next Generation Science Standards: [MS-LS1-8](#)



# MĀNOA HERITAGE CENTER

Nā Hopena A'o: *Strengthen Sense of Belonging (a), (b)*

## Supplies & Materials Needed

- Triorama cut-out
  - Pencil, colored pencils, markers, water color, etc.
- Complimentary narrative
  - Stories were an important tool in an oral community. It was a way to pass on knowledge
  - Have students create a short fictional narrative about their ahupua'a drawing, highlighting key characteristics students learned about their place.

## **\*\*Continuing Lesson 3: Exploring MY Ahupua'a**

- Have students put all research components together in their medium of choice. Do a share out.

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