



Journeys: Living among the Environment
Curriculum Resource
Grades 5-8

Overview

“My message is the practice of compassion, love and kindness. Compassion can be put into practice if one recognizes the fact that every human being is a member of humanity and the human family regardless of differences in religion, culture and color.” These profound words of wisdom were spoken by the Dalai Lama. In a world that is ever changing and classrooms full of students with different cultural backgrounds, there lies the opportunity to create a beautiful tapestry of color woven together with the threads of diversity.

In this unit, students are encouraged to learn about the culture and history of Hawaii, at the same time applying the ideas of the importance of cultural pride to the students’ individual heritage as well as state history and its significance to the area in which they live.

Learning Objectives

Topic: Excursion	Learning Objective(s)
<p><i>Living Among the Environment: a Passports to ancient and modern Hawaii</i></p>	<p>The learner will explore the unique history, language, culture, and traditions of Hawaii to better understand the concept of cultural identity closely tied to the environment.</p> <p><i>Objectives:</i></p> <p>Students will acquire knowledge of:</p> <ul style="list-style-type: none"> • the history, language, and culture of Hawaii; • the evolution of Hawaiian traditions (i.e. surfing, canoe paddling); • the concept of cultural identity tied to the environment. <p>Students will be able to:</p> <ul style="list-style-type: none"> • discuss ancient Hawaiian perspectives on living and land division; • describe the ways Hawaiians lived in harmony with the environment; • chronicle the evolution of ancient Hawaiian traditions (i.e. surfing and canoe paddling) throughout history; • compare their school experience with students attending a Hawaiian Immersion school; • work in cooperative groups to identify ways their environment defines their cultural identity; • work in cooperative groups to explore the history of their local environment and compare it to Hawaii’s history; and • reflect on the essential question, “How do I live in harmony with my environment?”

National Standards Addressed

The following are National Standards addressed through basic participation in the journey. Engagement and participation in additional pre- and post-activities (provided below) will expand the scope of standards addressed.

Grades 5-8

Social Studies: National Council for the Social Studies

Geography

- NSS-G. K-12 Standard 2 Places and Regions – students understand the physical and human characteristics of places. Students understand how culture and experience influence people’s perceptions of places and regions.
- NSS-G K-12 Standard 5 Environment and Society – students understand how human actions modify the physical environment.

US History

- NSS-WH 5-12 Era 1: The Beginnings of Human Society

Language Arts: National Council of Teachers of English

- Communication Skills – students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
- Evaluating Data – students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
- Developing Research Skills – students use a variety of technological information resources to gather and synthesize information and to create and communicate knowledge.
- Multicultural Understanding – students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Standard 1 – Students use print to acquire new information
- Standard 3 – Students use strategies to comprehend, interpret, evaluate, and appreciate texts.
- Standard 5 – Students engage in the writing process.
- Standard 6 – Students apply knowledge of language structure/conventions in written form.

Preparation for the Excursion

To ensure the most meaningful learning experience for your students, it is recommended that students investigate the resources provided and engage in activities prior to the excursion. The video resources provide students with a context for the virtual excursion. The additional resources and activities offer opportunities for curricular connections and integration within your larger unit of study. The excursion is intended to complement a comprehensive unit. During the excursion, classes will be asked to share their response to the challenge question and the expert will provide feedback. It is recommended that your students decide as a class on *one* response to the challenge question.

Video Resources

Hawaiian History:

http://easylink.playstream.com/21_CenturyLearning/journeys/hawaii/hi_history.rm

Background Information on Hawaii

Taken from: <http://www.bartleby.com/65/ha/HawaiiSt.html>

The Hawaiian Islands are of volcanic origin and are edged with coral reefs. Hawaii is the largest and geologically the youngest island of the group, and Oahu, where the capital, Honolulu, is located, is the most populous and economically important. The other principal islands are Kahoolawe, Kauai, Lanai, Maui, Molokai, and Niihau. The Northwestern Hawaiian Islands, consisting of uninhabited islets and excluding Midway, stretch more than 1,100 mi (1,800 km) from Nihoa to Kure. Most of islets are encompassed in the Hawaiian Island National Wildlife Refuge; the surrounding waters and coral reefs are in the vast 84-million-acre (34-million-hectare) Northwestern Hawaiian Islands Coral Reef Reserve. Palmyra atoll and Kingman Reef, which were within the boundaries of Hawaii when it was a U.S. territory, were excluded when statehood was achieved.

The only U.S. state in the tropics, Hawaii is sometimes called “the paradise of the Pacific” because of its spectacular beauty: abundant sunshine; expanses of lush green plants and gaily colored flowers; palm-fringed, coral beaches with rolling white surf; and cloud-covered volcanic peaks rising to majestic heights. Some of the world’s largest active and inactive volcanoes are found on Hawaii and Maui; eruptions of the active volcanoes have provided spectacular displays, but their lava flows have occasionally caused great property damage. Mauna Kea and Mauna Loa are volcanic mountains on Hawaii island; Haleakala volcano is on Maui in Haleakala National Park.

Vegetation is generally luxuriant throughout the islands, with giant fern forests in Hawaii Volcanoes National Park. Kahoolawe, however, is arid, and Niihau and Molokai have very dry seasons. Although many species of birds and domestic animals have been introduced on the islands, there are few wild animals other than boars and goats, and there are no snakes. The coastal waters abound with fish.

More ethnic and cultural groups are represented in Hawaii than in any other state. Chinese laborers, who came to work in the sugar industry, were the first of the large groups of immigrants to arrive (starting in 1852), and Filipinos and Koreans were the last (after 1900). Other immigrant groups—including Portuguese, Germans, Japanese, and Puerto Ricans—came in the latter part of the 19th cent. Inter-marriage with other races has brought a further decrease in the number of pure-blooded Hawaiians, who comprise a very small percentage of the population

Challenge Question

QUESTION 1:

“Have you ever heard a story told by a member of your family, about your family’s history?”

QUESTION 2:

What do you know about your community? What is the historical significance for the area in which you live?

QUESTION 3:

“What do you know about the history of Hawaii or the stories that have been passed down about Hawaii?”

Answer

QUESTION 1:

Students can relate basic facts about their families’ history. Make a list that can be referred back to later.

QUESTION 2:

Students can relate basic facts about the history of the area in which they live. Make a list that can be referred back to later.

QUESTION 3:

Students can relate basic facts about the history of Hawaii. Make a list that can be referred back to later.

Activities

I. Getting Started

1. Ask students, what specific facts they already know about Hawaii. Give students a chance to discuss their personal experiences relating to this topic. Then ask, “What would you like to learn about Hawaii?” Prompt students in the direction of history and culture. Record responses on a chart and display the list for future reference. Break the chart into rows displayed vertically. On each row write one of the following headings: “What I know, What I want to know, What I know now.” This chart should be referred to throughout your study.

2. Discuss key terms that will be used throughout the excursion. As these terms will be used throughout the journey, it is advised students understand their meaning before the excursion. (The key terms are listed and defined on the following page creating a resource guide. This will allow you to copy the pages for the students' reference. A blank page has also been included for the students' note taking and assessment.)

Acculturation: The process that occurs when contact between two cultures results in substantial change in the culture of the individual members of one or both groups.

Beliefs: Ideas or theories about the natural or supernatural world that are not supported by objective or factual evidence.

Civilization: An urbanized society with a large very complex social organization; common attributes of civilizations include: specialized division of labor; long-distance trade; tribute and taxation; advances in record keeping, science, and mathematics, some form of written script, and monumental public architecture.

Clan: A kinship group based on descent through either males or females. Clan members frequently live and work together and believe they are descended from a common ancestor.

Cultural geography: The study of people and their ways of life (also known as human geography).

Cultural landscape: The forms and artifacts sequentially placed on the physical landscape by the activities of various human occupants.

Cultural region: An area of land where most people have enough in common to be considered a group.

Cultural trait: A single element of normal practice in a culture -- such as the wearing of a turban.

Culture: The total way of life of a group of people, including their beliefs, institutions, and technology.

Culture hearth: A place in which important ideas begin and thereafter spread to surrounding cultures; heartland; source area.

Custom: A practice from the past that people continue to observe.

Descendants: People who share a common ancestry.

Dialect: A local variation of a language.

Diffusion: The process of accepting, borrowing, and exchanging traits from one society to another; the spatial spreading or dissemination of a culture element.

Diversity: Wide variation in features.

Enculturation: The slow and day-to-day process of learning your group's culture as an infant and a child

Ethnic group: A group of people who share a language, history, or place of origin; a large group of people who have more in common with each other than they do with other peoples.

Ethnocentrism: Regarding one's own culture as being superior to others and judging other cultures from the perspective of your own culture.

Extended family: A household that includes not only parents and children but also other relatives, such as grandparents, uncles, and aunts, and cousins.

Folkways: Traditional social customs.

Gender roles: The pattern of behavior expected of males and females in a society.

Laws: Standardized and formalized norms that regulate human conduct.

Material culture: The "object" part of culture; all things that people make or build with natural or human-made resources; it includes food, clothing, architecture, arts, crafts, technology, etc.

Monotheism: Belief in one god.

Mores: Social norms that provide the moral standards of a group or society and that are strictly enforced.

Non-material culture: The "idea" part of culture which includes religion, language, spiritual beliefs, superstitions, values, ways of viewing or behaving in the world.

Norm: A rule or standard that defines what people should or should not do, think, or feel in any given social situation.

Polygamy: The marriage of a person to more than one wife or husband.

Polytheism: Belief in many gods.

Race: Within a single species, a group of living creatures sharing the same appearance or genetic characteristics. The concept of race among humans is more complicated and includes social and cultural as well as biological assessment.

Religion: Beliefs and practices regarding supernatural beings, power, and forces.

Socialization: The process by which the accepted values, rules and ways of operating a society are passed on to the young.

Subculture: The attitudes, beliefs, values, and behavioral habits shared by a group of people within a society which differ from those of the society as a whole.

Technology: The methods, tools, and machinery that humans have developed.

Value: An idea about what is good, right, wise, or beneficial.

II. Classroom Decor

1. Dress up classroom with pictures of Hawaii.
2. Split the room into groups labeling each group with the names of the Hawaiian Islands.
 - a. Devote a part of a classroom wall to the “All About Hawaii” display. Ask students to create a display for their island. This could include pictures, biological and geological facts, animal habitats, food grown and people who live there.
3. Display a “paddling chart.” Use this graph to graph students’ behavior. Every time a student is recognized for their good behavior for the day, the name of the team moves farther through the water closer to the finish line of the paddling race. Whoever is the closest to the finish line at the end of the month gains a privilege. This concept can also be expanded to include the student who reads the most books dealing about Hawaii.

III. Literature/English

READING and WRITING :

Legends of Hawaii:

1. In this lesson have the students read the different legends of Hawaii. (The stories can be found on the attached pages.) The stories can be found at:
<http://www.mauigateway.com/~rw/myths1.htm>
- 2 Have the students either in groups of two or individually rewrite the story in their own words and illustrate the new version of the story.
3. Use this time to explain the concept of storytelling and the art of verbal history. In explaining this concept, discuss the pros and cons of verbal history. Create a chart with two columns to list the benefits and drawbacks to this form of history. This topic is covered in most classroom History text books, and can be researched further with the text book.
 - a. After creating this list, propose this situation to the students and have them write a letter to the Governor in support or opposition of this new proposition
“The state has decided to do away with school text books. A ‘storyteller’ or ‘historian’ will come to the classroom each week to teach you about all the history you will need to know. Before the state begins this new approach to History the Governor has asked to hear from you the students on whether you feel this is a good solution to better history taught in schools.”
 - b. Use this situation as a forum for a debate. Arrange the class in teams giving each team a side to argue, for or against.
4. Create a legend. Have the students pick an area or place in the community in which they live. Use the object as the focal point of a legend.

LEGEND OF BLACK ROCK

Long ago, a beautiful young princess came to the island of Maui in search of the most powerful Kahuna. She was being pursued by three evil suitors and was desperate to flee. The Kahuna had taken pity on the young princess and her parents and had turned them into the West Maui Mountains. Two of the suitors were transformed into a place called Napili. The most evil suitor became Pu'u Keka'a or what is now called, Black Rock. Standing only to gaze upon her knowing she would never be his.

STORY OF MAUI

Eons ago, there was born the Demigod Maui. His father was the holder of the heavens and his mother was the guardian of the path to the Netherworld. Maui was the only one of the children who possessed the powers of magic and miracles.

Maui was the smallest of the family. He had the quickest of mind and had an extremely rascally nature about him. Maui would take any advantage of both his friends and the gods in his quest to fulfill his schemes.

It is said that Maui was not a god fisherman. His brothers were much more skilled. They would often laugh at him for his poor success. In revenge, Maui used his cunning to fill his boat with catch at his brothers expense. Maui would position his boat so that when one of his brothers began to pull in a fish, he would distract them so that he could pull his line across theirs stealing their fish.

Maui's brothers could only marvel at their younger brother. However they soon caught on and refused to take him fishing with them. Maui's fortune turned against him. His mother then sent him to his father to obtain a magic hook.

"Go to your father. There you will receive the hook called Manaiakalani, the hook fastened to the heavens. When the hook catches land, it will raise the old seas together."

Maui returned with his hook. He joined his brothers in another fishing expedition. They jeered him and threw him out of the boat. When they returned, they were empty handed. Maui berated them. He stated that if they had allowed him to join them, they would have had better success. The brothers decided to allow him to join them in their canoe for another chance.

They paddled far into the deep ocean and threw their lines overboard. To their dismay, they only caught sharks. The brothers ridiculed Maui asking "Where are the fish you promised?"

Maui then rose and threw his magical hook into the ocean. Chanting a spell of power, he commanded the hook to catch the Great Fish.

At once the sea began to move. Great waves rose around the canoe. Maui commanded his brothers to paddle with all their might and to not look back. For two days, Maui held taut the magic line and hook while his brothers kept paddling furiously. Suddenly from below the depths arose the tops of great mountains in a series of peaks that broke the surface of the ocean. Maui reminded his brothers to keep paddling mightily. Maui pulled mightily against the line and forced the peaks even farther out of the water.

One of his brothers then broke the command and gazed back in awe at the sight of the rising land. He stopped paddling and quickly the magic line began to slacken in Maui's hands. Before he could call out to his brothers, the line snapped and the magic hook was lost forever beneath the sea.

Maui chastised his brothers for their failure to paddle as he had commanded. "I had endeavored to raise a great continent but because of your weakness I have only these islands to show for all my efforts."

And this is how the Islands of Hawaii came to be...

BIRTH OF IAO NEEDLE

Once in Old Hawaii, in the days when anything was possible, Maui, the most powerful God, had a beautiful daughter. Maui loved her very much and as he watched her grow up, he vowed that only the most worthy King in all the islands would marry her.

But without her father knowing, the beautiful maiden fell in love with Puuokamoa, a Merman God. She knew that her father wouldn't approve, so they kept their romance secret. Every day the beautiful maiden sneaked off to meet her love and every night she returned home, radiant. One day, a towns person saw the two of them together and ran back and told Maui of his daughter's secret lover.

Maui was furious. He flew into a rage and his screams of anger were heard by Madame Pele, the volcano Goddess. She flew in her supernatural way to where Maui was and suddenly appeared in front of him.

"What is so horribly wrong to put you in such an uproar?" Madame Pele asked.

"My beautiful daughter has fallen in love with a God and I disapprove. When I see him, I am going to have him condemned to a fiery death", Maui said.

"Who is this God?" Pele asked.

"His name is Puuokamoa".

Madame Pele frowned at the mention of his name. "Oh no, Puuokamoa is my friend. Spare him, Maui. I beg you. Do not have him killed".

But Maui would not listen. Madame Pele was still pleading with him when his beautiful daughter returned. She heard her father's death sentence on her lover and burst into tears.

"Oh Father", she sobbed, "I cannot live without the sight of Puuokamoa".

The Father's heart softened at the sight of his daughter and thinking that she would be unhappy for the rest of her life if she could not see the man she

loved. Finally, after much thought, Maui put his arms around his daughter and lifted up her beautiful face. Tears soaked her unhappy eyes.

"Daughter dear, I cannot bear to see you unhappy", Maui said tenderly. "But I cannot allow this romance to continue. You cannot marry this Merman God".

His daughter waited to hear what her powerful father had decided. Madame Pele stood quietly, waiting to hear the fate of her friend.

"I will not reduce him to ashes", Maui said.

"Oh, father dear", the daughter cried out, hugging him.

"I will turn him into stone. Then you may gaze upon him, but your romance will be pau (over)".

And that is how the mountain, known as the Needle, at Iao Valley came to be. It is the Merman God turned to stone for all to gaze upon.

THE POISONOUS LIMU

A long time ago, children liked to swim and surf at a bay at the northern end of Haleakala. In order to reach the bay, they had to pass the house of Nanaue, a strange man who always wore a mysterious cloak on his shoulders, lived by himself and had a sinister expression on his face.

Sometimes he called out to the children walking by, "Where are you going?" Frightened, they would answer, "Swimming" and he would predict that they would find a body floating in the bay with its head cut off or its legs cut off or its arms cut off. Every time he made a prediction, a body would be found just as he had said, with its head or arms or legs cut off.

People began to wonder how Nanaue knew that someone would die while swimming and that part of his body would be cut off. The more they thought about it, the more frightened they became. Finally a group of villagers were determined to find out the mystery. They went to his house, but he wasn't there.

A man was sitting by a bench repairing his fishnet. "Who are you looking for?", he asked, "Nanaue?"

"Yes", they replied, "Do you know where he is?"

The man pointed into the lava tube. It was dark and opened out to the ocean, but no one was there. They waited in the dark. Soon they saw a large wave bringing a figure up into the tube. It had a humpback shape, and as it got close, they saw that it was Nanaue. Protuding from his back, without the cape he always wore, was the jaws of a shark.

Now they knew his secret. Nanaue was a shark man. On land, he was a man, but as soon as he was in the water, he became a shark. It was Nanaue who had been attacking people as they swam and that's how he knew who was dead. As soon as he climbed up into the lava tube, the men grabbed him and carried him to the edge of the bay where they dug an Imu, a fire pit, to burn him up. Nanaue wriggled like a fish and slipped away, running towards the ocean. The men dashed after him to get him before he reached the water and turned into a shark. Just at the edge of the sea, one man caught his leg and pulled him back. They hit him with their clubs until he was dead and threw his body into the Imu to burn up. As his ashes were still glowing, a breeze

sprang up and carried them over the bay where they were scattered over the water.

Not long after, a new sort of sea-moss was noticed on the water floor, silvery and different than any other kind. One man picked it and fed it to his pig and his pig died. It is said that this silvery limu is the ashes of Nanaue that had fallen into the sea and to this day this silvery limu is considered poisonous and never eaten by those who find it in the ocean by the bay.

KAMA PUA'A - The Pig Child

A long time ago on the Island of Oahu, lived a powerful king whose son was named Kama Pua'a. This child was difficult, to say the least. He was always chasing away his father's livestock and tearing up the royal taro patches. His father swore that if he ever caught him, he would kill him. To save himself, Kama Pua'a fled Oahu and moved to Maui and married Madame Pele, the fiery goddess. They were in love and soon had a son.

A sad event occurred; the son died. Madame Pele, as fiery as she was, went into a rage and started chasing Kama Pua'a. To escape, he started running down the slopes of Haleakala, towards the sea. When he did this, he turned into a giant hog. With Madame Pele gaining, Kama Pua'a called to his grandmother on Oahu, "Grandma, Grandma, what should I do?"

His grandmother answered his call, "Leap into the ocean and you shall save yourself." When he got to the bottom at Pa'uwela, he leaped into the ocean and changed into a fish. This ended his emotional experience with Madame Pele. Thus Pa'uwela, which means "calming of emotions", was named. The fish that Kama Pua'a turned into was a Humuhumunukunukuapua'a; a fish with a pig snout. And today, that fish is the Hawaiian state fish.

WRITING:

MATERIALS:

Prompt (student masters of prompt are provided)
Paper
Pencils

PROMPT:

You and your class have spent the day walking on one of the beaches of Hawaii. It's getting late and you and your class have begun the journey back to the bus. During your walk back you notice a whale that is swimming just a little way off shore. You have never seen a whale so close to the shore and so you stand to watch it for a minute. You don't even look up until you hear the familiar sound of the bus pulling away from the parking lot. You have been left behind! Instead of panicking you sit down to watch the whale. Then as the tide begins to come in you see that the whale is coming closer to the shore. You look around, no one is there, you start to walk out into the surf.... Finish the story, what happens now?

PROMPT:

You and your class have spent the day walking on one of the beaches of Hawaii. It's getting late and you and your class have begun the journey back to the bus. During your walk back you notice a shack built just up the beach. You have never noticed it before and so you walk a bit closer to see what is really there. You are creeping along not sure what you might find when you hear the familiar sound of the bus pulling away from the parking lot. You have been left behind! Instead of panicking you continue to creep closer to the little hut. You happen to glance behind you and realize that you are farther down the beach and back in ancient Hawaii! Finish the story, what happens now? What do you see? Who do you meet in Old Hawaii?

PROMPT:

Growing up you always heard a familiar tale from long ago about a relative and their adventures. Retell this story the way you remember it and then using that same story as a framework, make the story more interesting. The outcome of the story must be kept the same.

PROMPT:

Think of a place or location that is significant to where you live. Create a story on how it was made, got the name and why it is remembered today.

1. Copy the prompt to an overhead transparency or copy the prompt for each student.
2. Have each student write a story that completes the prompt. The can vary in length depending on grade level appropriateness.

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IV. Cultural Education:

Grandmother and Me:

This is a lesson that can found at: <http://www.kidlink.org/KIDPROJ/grandmother/>

Here you and your class will be able to read entries from students all over the world and add your own unique stories, and pictures to the site. Through this lesson students will have a greater understanding of the differences in the world.

Who am I?

This resource can be found at: <http://www.kidlink.org/kie/nls/>

This is a site contains lessons and ideas on illustrating culture to younger students by examining their own family history.

Beliefs and Cultural Symbols:

This is a resource that provides information on beliefs and cultural symbols associated with Hawaii. This site can be used as a resource tool for further study into Hawaii. It can be found at: <http://www.alternative-hawaii.com/hacul/index.html>

Surfing throughout History:

Engage your students in a discussion about the origins of surfing. Use these guiding questions to spark discussion. How did surfing begin? Who were the first surfers? Why did people surf in old Hawaii?

Then, challenge your students to think about surfing today. Use these guiding questions to spark discussion and comparison. What does surfing look like today? Who surfs today? Why do people surf today? Where do people surf today?

After the discussion, ask your students to create a visual timeline reflecting the evolution of surfing. Students can be put into groups, with each group given a time in history. Within their group, ask students to draw a picture of surfing during that time in history or collect images electronically. Challenge students to compile the images in a timeline using PowerPoint. For those students technically savvy, ask them to create a non-linear timeline using hyperlinks within PowerPoint.

Paddling throughout History:

Similar to the surfing activity, engage your students to compare and contrast the role of canoe paddling in ancient and modern Hawaii. Guide students to think about what other developments (technological and social) have caused such a shift in canoe use in Hawaii. Emphasize to students that today canoe paddling is a way for youth to connect to Hawaii's history and roots. Challenge students to think about the activities that connect them to their local history and roots. Ask students to write a journal entry based on this idea.

V. Art:

The following activities can be modified to fit the needs and grade level of the student.

The following lessons can be found at:

<http://www.princetonol.com/groups/iad/lessons/middle/cathy-hawaii.htm>

LESSON 1:

GOAL: To introduce students to the Art of Hawaii and the connection to the Hawaiian people.

OBJECTIVES: Students will learn about the cultural history of Hawaii and experience the visual art of printmaking, papermaking and sculpture as incorporated into the ancient Hawaiian art of Petroglyphs, Kapa, and Woodcarving.

SCULPTURE – HAWAIIAN PETROGLYPHS



MATERIALS:

Plaster
Vermiculite
Black Tempera Paint
Shoe Box
Kii and Loa, a story of Hawaiian Petroglyphs
White Paper, Pencil

PROCEDURE:

1. Introduce students to the culture of Hawaii. What are some art forms that you might see everyday living in Hawaii? What makes Hawaii unique? How do you think the culture of the Hawaiian people influences the art you see?
2. Introduce various local Hawaii artists' work (Pegge Hopper, Kim Taylor Reece, Wyland, Dietrich Varez, and Rocky Jensen).
3. Write the following definition: Petroglyphs, on the chalk board. Discuss what the word means and its significance to Hawaiian culture and the recording of History.
Petroglyphs: Are carved, pecked, chipped or abraded into stone. The outer patina covered surface of the parent stone is removed to expose the usually lighter colored stone underneath. Some stone is better suited to petroglyph making than others. Stone that is very hard or contains a lot of quartz does not work well for petroglyph making; however, a nice desert varnished basalt usually works very well.

4. Have students sketch a petroglyph that best represents who they are: If you were standing in the middle of the petroglyphs field on the Big Island and were tempted to carve your own petroglyph what would you carve, keeping in mind that it must be made in the same form as what the ancient Hawaiian carved? What would your petroglyph say about you if someone were to see it?

LESSON 2:

SIMULATED LAVA

MATERIALS:

Vermiculite (this is getting harder to find - check garden stores)

Plaster of Paris

Water

Black Tempera Paint or India Ink

Shoe box

Large Plastic Container for mixing

Plastic Wrap

Tape

Various types of plastic carving tools

Watercolor brush

Varnish or Glaze

PROCEDURE:

1. Prep shoe box by lining it with plastic wrap covering all edges and tape down to secure to box.

2. Mix 3 parts Vermiculite, 2 parts Plaster in Large container. Make sure that dry mixture is thoroughly mixed and should look a bit clumpy.

3. Add 2 parts Water and let mixture sit until it stops bubbling.

4. Stir mixture until smooth then add paint or ink. The amount of black paint or ink is a personal preference but the color of the mixture should be dark gray or smoky black. Once the paint or ink is added, the mixture will begin to clump so you need to do this part quickly.

5. Add mixture to shoebox and spread out the mixture until even all around. Set shoebox in secure area and let dry.

This will take two to three days to dry depending on weather. As the simulated lava dries it will begin to lighten both in color and feel. Dry simulated lava should be cool to the touch, not damp, and also hard to the surface.

6. Use plastic carving tools to carve image into the lava and use a watercolor brush to gently dust away loosen plaster on the surface and in between the image. CAUTION students to not blow away dust or particles from the simulated lava. Place newspaper under the simulated lava before carving to catch dust. Do not carve into wet simulated lava as this will crumple under the pressure of the plastic carving tools.

7. When students are done carving their image they should apply varnish or glaze to seal the plaster.

Option: Once image is completed students might want to sponge paint over the entire surface of the simulated lava with black tempera paint to give it a darker finish, apply varnish.

LESSON 3:
KAPA PAPER

MATERIALS:

Meat Mallet
4 x 4 wood cut to 12" in length
Handmade Paper created with Papermaking Kit
Plastic Wrap
Ear plugs

PROCEDURE:

1. Using the technique of handmade papermaking have students place their damp handmade paper between two pieces of plastic wrap.
2. Place paper on 4 x 4 wood block and using a meat mallet have students beat the paper lightly front top to bottom until smoothed and slightly stretched. Paper should have a light, pliable texture when done but should not be so thin that it has holes or will fall apart.
3. Dry paper, keep all kapa paper stacked on each other and place a heavy book on the top to keep stack weighted. Paper should be dry by morning.

Option: An iron set on low can be used to dry paper quickly if needed.

Note on Kapa Paper:

You could use a block of wood the size of the paper but you would need to instruct the students to pound from the bottom of the paper and slowly work their way up. Don't just pound the paper in any spot or fashion but rather meticulously pound across the bottom back and forth and slowly move up the paper until it is stretched and thinned to the desired product. The only thing I would be worried about when using a bigger block of wood is that students will attempt to pound the whole thing all at once. Kapa is a slow process, very rhythmic and methodical.

Further Investigation: ideas to enhance students' learning *after* the excursion
CULTURAL FAIRE:

Create a Cultural Faire in your classroom!

1. Have the students begin creating a Family tree. Depending on the grade level, choose how many generations the students should try and trace their history through.
 2. Have the students interview a member of their family. Consider having the student interview the oldest living relative possible and within reason.
 - a. As a class develop the questions that each students should ask the family member. If a relative is not available the students can use the internet to trace the history connected to their family.
 - b. The notes as well as a written page report on what was learned should be proved for the final step of this project.
 3. Have students, using the internet, find a children's story that reflects a strand or branch of their family tree.
 4. Students must choose the most interesting branch to research.
 - a. Students must find historical facts from the time period as well as significance to family.
 - b. Create a toy from the time period,
 - c. List and describe the clothes from the time period.
 - d. List specific foods associated with time period and family.
 - e. List specific songs and storied associated with time period.
 5. Cultural Faire
 1. Students will dress up from their specific time period associated with the family history, give an oral report.
 2. Students will perform song or play based on culture and history.
- * This is a great activity to invite parent to come to and be involved.

Additional Resources:

This is a resource that provides general information on how to build a canoe.

<http://www.k12.hi.us/~kchang/canoe.html>

This is a resource that illustrates culture through the concept of Grandmothers. This source is appropriate mainly for primary students.

<http://www.kidlink.org/KIDPROJ/grandmother/>

This resource provides a series of lessons to teach the concept of Culture.

http://www.hummingbirded.com/hawaii_castle.html

This resource provides general facts on Hawaii.

<http://www.bartleby.com/65/ha/HawaiiSt.html>

This resource provides information on the History and Kings of Hawaii.

<http://www.royalty.nu/America/Hawaii.html>

This is a resource that will provide ideas in incorporating geometry into the class unit on Hawaii.

<http://kalama.doe.hawaii.edu/hern95/rt015/geo/index.html>

This is a resource that provides information on how to build a surf board.

<http://www.surfersteve.com/introduction.htm>

This is a resource that provides information on canoes and its evolution over time.

http://www.pvs-hawaii.com/newsletters/nl_ancient_canoe.htm

This is a resource that provides a lesson on creating a wild watercraft.

http://school.discovery.com/lessonplans/programs/jyw_wildwatercraft/

This is a resource that provides cultural information on Hawaii.

<http://www.alternative-hawaii.com/hacul/index.html>

This is a resource that provides on culture awareness.

<http://www.proteacher.com/cgi-bin/outside.cgi?id=9947&external=http://www.peacecorps.gov/www/guides/looking/index.html&original=http://www.proteacher.com/090031.shtml&title=Looking%20at%20Ourselves%20and%20Others>

This is a resource that examines the evolution of the surf board.

<http://www.blackmagic.com/ses/surf/papers/boardessy.html>