UNIT 1: MAOPOPO IA`U IHO - LOOK INTO YOURSELF

Lesson #1

I Maika`i Ke Kalo i Ka `Oha
Personal History

LESSON OBJECTIVES:
Students will:
- Explain what a personal history is and why it is empowering to understand
- Create three or more relevant personal history questions
- Follow interview protocols
- Complete an interview and document personal history information
- Share three or more pieces of new information learned about their personal history

MATERIALS:
- Chart paper / board / chart pens
- Video: Kohala Kuamo`o (see curriculum DVD)
- Personal History Interview Guide (see below; 1 per student)
- Students’ pen or pencil

PROCEDURES:
*Suggested strategy: Create partners to talk about questions prior to whole group discussions. Partners also can help each other with their interview plans and questions.

• INTRODUCE LESSON:
- Ask students why they think people frequently ask someone they just meet: “Where are you from?” Discuss responses and brainstorm other questions people want to know about someone they first meet.

- Share the following value, ask why it might be important, and discuss responses:

  Value 1: Maopopo ia`u iho (Look into yourself)

- Introduce the term “Personal History” and explain that students will be looking into themselves to have a deeper understanding of their own story.

- Help partners brainstorm and discuss the following questions:
  - What information might a personal history include?
  - When and how might someone need to share his or her personal history?
  - How can knowing your own personal history be useful in life?

- Introduce the story Kohala Kuamo`o by sharing this book written by a student at Kamehameha Schools who was asked to learn how he got his name. (See resources for website address.) Show the video on the curriculum DVD (or borrow and read the book) and discuss what this youngster learned about his name and how he acquired this information.
- Post* and discuss the Unit 1 ‘Ōlelo No‘eau and its translation, and ask students how this saying might relate to understanding their personal history (connections between family and personal history): (*See page 5 or the Unit Overview for ‘Ōlelo No‘eau to post.)

‘Ōlelo No‘eau #1:  **I maika‘i ke kalo i ka ʻōhā**
Translation: The goodness of the kalo is judged by the young plant it produces.
Manaʻo: Parents are often judged by the behavior of their children.

• MODEL LESSON:
- Explain that students will be documenting personal history information from their own memory and the memory of someone else who knows them well (person of their choice).

-Distribute the two page *Personal History Interview Guide* and discuss each section:
  - Page 1: Column 1: Topics given with space to add another topic
  - Column 2: Boxes to write memories (top part) and interview notes (bottom part)
  - Page 2: Interview protocols; interview plan; interview questions; new learning

-Model using the interview guide by sharing about yourself or inviting one student to be the model. Fill in memories for each topic on page 1, complete interview plan, and write desired questions.

• GUIDED PRACTICE:
- Instruct partners to:
  - a. Talk about topics on page one and write down their own memories.
  - b. Help each other complete their interview plan and write questions they want to ask about their own personal history.

• CLOSURE:
- Provide encouragement, strategies, and time for students to conduct their personal history interview.
- Allow class time for students to discuss the interview process and what they learned.
- Make sure Interview Guides are saved to use when completing the unit 1 project.
- Review how understanding your own personal history can help a person do well in life, and how each person has the ability to guide their own personal voyage.

• EVALUATION:
- Students explain what a personal history is and why understanding your own is useful.
- Students complete their personal history interview and notes on their guide.
- Students write down three new things they learned about their personal history.

RESOURCES:
- [http://www.kamehamehapublishing.org/kohalakuamoo/](http://www.kamehamehapublishing.org/kohalakuamoo/)
### PERSONAL HISTORY INTERVIEW

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>MY MEMORIES / INTERVIEW NOTES</th>
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<tbody>
<tr>
<td><strong>MY BIRTH:</strong></td>
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<tr>
<td>- When and where</td>
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<td>- &quot;Baby&quot; behaviors</td>
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<tr>
<td>(What I was like &quot;small kid days&quot;)</td>
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<tr>
<td><strong>MY FULL NAME:</strong></td>
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<tr>
<td>- What it means</td>
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<td>- Why it was picked</td>
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<td><strong>FAVORITE CHILDHOOD MEMORIES:</strong></td>
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<tr>
<td>- Special events</td>
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<tr>
<td>- Learning experiences</td>
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<td><strong>SPECIAL PEOPLE:</strong></td>
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<td>- Childhood friends</td>
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<td>- Care givers</td>
<td></td>
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<tr>
<td>- Who I admired</td>
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<tr>
<td><strong>OTHER INFORMATION:</strong></td>
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INTERVIEW PROTOCOLS:
* Ask permission first
* Prepare your questions
* No interruptions
* Write notes ASAP
* Be respectful
* Share appreciation

MY INTERVIEW PLAN:
Who: Name: ____________________ Relationship: ____________________

How: In person___ Where: __________________________________________
By Phone ____ By Email ____
When: Date ___________________ Time ___________________

WHAT I WANT TO LEARN ABOUT MYSELF FROM THIS INTERVIEW:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NOTES</th>
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THREE NEW THINGS I LEARNED ABOUT MY PERSONAL HISTORY:

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
I maikaʻi ke kalo i ka ʻōhā

Translation:
The goodness of the kalo is judged by the young plant it produces.

Manaʻo:
Parents are often judged by the behavior of their children.
UNIT 1: Lesson #1 - I Maika`i Ke Kalo i Ka `Oha - Personal History