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

Lesson #2

Mo`o ‘Ohana / Ku`u ‘Āina Hānau
Family History / Sense of Place

LESSON OBJECTIVES:
Students will:
- Create questions and conduct research to expand knowledge of family history
- Record family history data, including three or more new facts
- Deepen their knowledge about one or more places that are special for their family
- Identify an image or item that stands for their family and explain its representation

MATERIALS:
- Chart Paper / pens
- Song lyrics or recording of “Grandpa Tell Me about the Good Old Days” (see below)
- Family History and Connections to Place handout & pen or pencil for each student

PROCEDURES:
*Suggested strategy: Form partners or small groups for discussions and to help each other write research questions.

• INTRODUCE LESSON:
- Revisit the Ōlelo No'eau shared in lesson #1 and ask students what they remember about it.

‘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.
Mana'o: Parents are often judged by the behavior of their children.

- Share that students will learn more about their own lives by thinking about people and places important to them.

- Talk about the meaning of family in Hawai`i and how people who are considered ‘ohana are not always blood relatives. Invite sharing of examples of different family structures.

- Ask students: What does it mean, “to represent?” Discuss ways that people represent their family and their family represents each member.

- Share that symbols and objects can also represent ideas or families. Talk about ways a family might be represented (I.e.: tattoo, family aumakua, crest or coat of arms, an item or “artifact” like a fishhook for a fishing family, etc.) (See resources for websites about these symbols.)

- Help partners brainstorm and discuss the following questions; chart responses:
  - What information might be included in a family history?
  - What might be good sources for family history information?
  (I.e.: family records, written histories like journals, oral histories from elders, etc.)
- Listen to or read the lyrics to the song “Grandpa, Tell Me ‘Bout the Good Old Days” – Google YouTube or download a recording at [http://www.youtube.com/watch?v=7E88RUqyjts](http://www.youtube.com/watch?v=7E88RUqyjts) (See below for lyrics). Discuss the questions asked of grandpa and what grandpa might have responded. *(Note: Any songs or books about family can be used.)*

**MODEL LESSON:**
- Use charted information on what might be in a family history to work with students to create questions they can ask about their family history. Model by sharing responses from your own family history or ask a student to volunteer sharing how he or she would answer some questions.

**Questions about the past might include:**
* Who were my ancestors? *(How many generations are known?)*
* What family stories are preserved and shared about my ancestors?*
* Where did my family come from? *(Include all places)*

**Questions about the present time might include:**
* Who else do I consider family besides my immediate family members?*
* What places do I consider special to my family? Why are they special?*
* What knowledge or skills are my family members known for or do well?*
* What are current family interests, regular activities, and cultural traditions?*
* What groups do my family members belong to?*

**GUIDED PRACTICE:**
- Share that students are going to write down or draw what they know about their family history, and then find some documents or someone knowledgeable to help teach three or more new facts about their family and places they value.

- Review interview protocols discussed during lesson #1.

- Distribute the *Family History and Connections To Place* handout and discuss each section:
  * Page 1: Ask students to use the top part of each box (like last interview) to write down what they already know. The bottom half of each box can be used to add interview notes.
  * Page 2: Share that partners are encouraged to help each other discuss sources of information and select relevant questions.

- Encourage students to bring an artifact to share at the next class. Allow time for students to complete writing in what they know and draft three or more questions.

**CLOSURE:**
- Encourage students to complete the assignment. Make sure the handout is saved to use when students create the unit project.

**Optional Extension Activity:**
- Have students create a kalo leaf (sample below) and write their name in the piko (center) and family on the rest of the leaf. Attach the leaf to a chopstick and display leaves together to represent the group.
**EVALUATION:**
- Provide time for students to share their artifact that represents their family and explain the connections.
- Facilitate discussion about what was learned from the project.
- Have students complete reflection on page 2 of their handout.

**RESOURCES:**
http://www.freetattoodesigns.org/hawaiian-arm-tattoos.html
http://www.pbs.org/skinstories/history/hawaii.html
http://www.coffeetimes.com/tattoos.htm
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FAMILY HISTORY AND CONNECTIONS TO PLACE

WHO: PAST AND PRESENT FAMILY MEMBERS:
How many generations are known?

WHERE: PLACES WE CONNECT TO, PAST AND PRESENT:
What special place(s) do you know about? Why are they special to your family?

WHAT: FAMILY TRADITIONS, INTERESTS, SKILLS, TALENTS, STORIES
What traditions and activities do your family members do? What stories are remembered and shared?
QUESTIONS ABOUT MY FAMILY HISTORY:
1. __________________________________________________________________________
_____________________________________________________________________________
2. __________________________________________________________________________
_____________________________________________________________________________
3. __________________________________________________________________________
_____________________________________________________________________________

REFLECTION:

a. Where I got new information: _________________________________________________

b. Why I picked this source: ____________________________________________________

c. Three new things I learned about my family history:
   1. _________________________________________________________________________
   2. _________________________________________________________________________
   3. _________________________________________________________________________

d. A place special to my family, the meaning of its name, and why it is important:
   (Draw and/or write about it)

d. An artifact or item that represents my family; and why I picked it: (Draw and describe; bring item to class to share when possible.)
Grandpa, Tell Me 'Bout the Good Old Days
Recorded by The Lim Family
(Lyrics by the Judds)

Grandpa, tell me 'bout the good old days
Sometimes it feels like this world's gone crazy
Grandpa, take me back to yesterday
When the line between right and wrong
Didn't seem so hazy
(chorus)
Did lovers really fall in love to stay
And stand beside each other come what may
Was a promise really something people kept
Not just something they would say
Did families really bow their heads to pray
Did daddies really never go away
Oh, grandpa, tell me 'bout the good old days

Grandpa, everything is changing fast
We can call it progress, but I just don't know
And grandpa, let's wander back into the past
And paint me the picture of long ago
(Repeat chorus)
Did lovers really fall in love to stay
And stand beside each other come what may
Was a promise really something people kept
Not just something they would say and then forget
Did families really bow their heads to pray
Did daddies really never go away
Oh, grandpa, tell me 'bout the good old days
Oh, grandpa, tell me 'bout the good old days
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