UNIT 4: KŪPONO – TO STAND FOR WHAT IS RIGHT – SOCIAL JUSTICE
Lesson #2

Kū i ka pono no Hawai‘i
To make things right for Hawai‘i - A look at social justice in Hawai‘i

LESSON OBJECTIVES:
Students will:
- Listen to and discuss the relevance of a Hawaiian history story illustrating Kūpono
- Identify rights and responsibilities associated with current social justice issues
- Read about and discuss a social justice/environmental concern impacting Hawai‘i

MATERIALS: provided*
- ‘Ōlelo No’eau poster*
- Halae‘a story*
- Right or Responsibility? Worksheet * – one per pair or small group
- Sustainability Challenges in the 21st Century worksheet*
- Relevant article about a challenge impacting Hawai‘i and its people *

PROCEDURES:
• INTRODUCE LESSON:
- Begin by sharing that students are going to focus on looking at social justice issues in Hawai‘i.
- Review relevant vocabulary and information about the Declaration of Universal Rights. Revisit basic rights (I.e.: freedom of speech, a safe environment, education, a decent home, the right to work, to move from one place to another, etc.)
- Introduce the unit ‘Ōlelo No’eau (see page 4) and ask students what they think this means. Invite them to share something they learned from an elder. Explain that historically Loko i’a (fishponds) created abundant food, a practice that could be revitalized to support local food production today. Reiterate the understanding that we can learn from the experience of our elders. (For further information about the Kauai fishponds, go to: http://www.hawaii.edu/environment/ainakumuwai/index.htm

Unit 4 ‘Ōlelo No’eau:
Mai kāpae i ke aʻo a ka mākua, aia he ola ma laila.
Translation & Mana‘o:
Do not set aside the teachings of one’s parents for there is life there.

- Tell students you are going to share a story from historical times about a Hawai‘i Island Chief named Halae‘a that illustrates “social justice” and basic rights. Ask them to listen and think about how this story might relate to life today. Read the story aloud (see pg. 5).

- Ask small groups to discuss what in the story was just/fair, and what was unjust/unfair. Identify what universal right(s) were impacted by Halae‘a’s choices as a chief.

UNIT 4: KŪPONO - Lesson #2: Kū i ka pono no Hawai‘i - To make things right for Hawai‘i -
- Debrief with the whole group to decide if the action of the fishermen was kūpono, including why or why not.

- Explain that, according to Hawaiian scholar Malcolm Naea Chun in his book called “Pono, The Way of Living”, this story describes Hawaiian behavior related to pono:

“Although the chief is oppressive, he is still the chief and sacred; therefore, for the people to overcome his oppression they must resort to a course of action in which they would remain pono. Their method was conceived and executed with ingenuity and brilliance.” (Chun, pg. 10-11)

- Ask partners to identify one way this story is relevant to life today. Share responses.

**MODEL LESSON:**
- Create small discussion groups and tell students they are going to do an activity to think about current rights and responsibilities.

- Distribute one copy of the Right or Responsibility Worksheet to each group. Hold a discussion about the first 1-3 of these items to help students decide if each is a right, responsibility, or both. Identify who “owns” each right/responsibility.

- Assign groups of students to discuss one or two additional boxes and then facilitate group sharing about each item.

- End this activity by discussing:
  * Patterns seen in the responses
  * How rights and responsibilities are connected

**GUIDED PRACTICE:**
- Select an article for students to read that involves a concern for Hawai‘i and its people. (See resource list below for email links). If possible, find a current event story that is relevant to where students live. (*Note: News stories about land and water rights issues across the state are provided with this lesson. See Lesson 2 Articles document.*)

- Read the article in a way that is appropriate for your class. (I.e.: read aloud, read along, popcorn reading, small group reading, etc.)

- Ask students to think about the following questions as they read or listen to the article. (See worksheet below to project the questions or distribute to groups or individuals):
  - What are the issues?
  - What is fair/just? What is unfair/unjust?
  - Who benefits from the way things are?
  - Who might benefit if things change?
  - What actions might be taken to make things more fair/just?
  - What impact does this issue have on you, your family, and your community?
(Note: Help students learn that “just” means fair and is the root word for “justice,” defined as: fairness, system of application of law, validity, good reason, judge.)

- Debrief by discussing questions and writing brief responses with the students.

**Additional Supplemental Activity:**
- Explain that *Ku i ka pono* (lesson title) means to passionately stand up for what you believe to be right or true, what is küpono.

- Share a personal example of a social justice issue you feel is currently critical to address and why you feel passionate about this topic. (I.e.: “I want to ban plastic bag use to save sea life.”)

- Distribute and review *Sustainability Challenges in the 21st Century* worksheet; share that this information comes from a state report called the *Hawaii 2050 Sustainability Plan* created by a state task force started in 2005. (Learn more at: [http://www.hawaii2050.org/](http://www.hawaii2050.org/))

- Ask groups to have each member pick one of the 21st century challenges in this list and to briefly talk about what group members currently know about each selected topic. Instruct students to write brief discussion notes in the right column.

- Have students also rate each challenge in the list, #1-4, and fill in the bottom section. Explain the rating scale and refer back to the similar time management tool in Unit 3 Lesson #4 if this was taught.

**CLOSURE:**
- Facilitate a discussion to identify what students rated as most urgent and important concerns. Encourage students to learn more about social concerns in Hawai‘i. Provide a place in the room where they can post news stories they find (*Giving extra credit may motivate students to do this.*)

**EVALUATION:**
- Ask students to share one thing they enjoyed doing or learning during this lesson.

**RESOURCES:**
- [http://kahea.org](http://kahea.org) - Environmental action alliance with information and resources
- [http://www.hawaiislandjournal.com/](http://www.hawaiislandjournal.com/) - Information about Hawai‘i Island and whole state
- [http://honoluluweekly.com/](http://honoluluweekly.com/) - Weekly magazine that includes some current events
- [http://westhawaiitoday.com/](http://westhawaiitoday.com/) - West Hawai‘i Island newspaper
- [http://thegardenisland.com/](http://thegardenisland.com/) - Kaua‘i’s newspaper
‘Ōlelo No‘eau #4:
Mai kāpae i ke aʻo a ka mākua, aia he ola ma laila.

_translation & Manaʻo:_
Do not set aside the teachings of one’s parents, for there is life there.

_Alekoko Fishpond_ - still in use in 1934, with _awa_, _ʻanae_, and Samoan crab (Hobey Goodale)  
Photo courtesy of the Kauaʻi Historical Society
UNIT 4: KŪPONO - Lesson #2: Kū i ka pono no Hawai‘i -To make things right for Hawai‘i -
Halaeʻa was an extremely greedy chief from Kaʻu. He would visit his fleet of fishing canoes each day and demand all the catch for himself and his retainers. A huge feast would be held each night where excessive decadence and self-indulgence would take place. The food that remained was often wasted.

The fishermen were required to catch fish day after day without ever being able to take any home to their families. They were very tired of eating herbs. This behavior of the chief greatly upset the common people and they searched for a way to free themselves of Halaeʻa’s cruelty and oppression.

A council was held and the people made their plan. It would take place when Halaeʻa traditionally accompanied the fleet to the deep-sea fishing grounds on the first day of ahi (albacore) season. The fishermen agreed to deposit all of their catch in the chief’s canoe and return back to shore without a backward glance.

The fishing was very good that day, and the greedy chief’s message was clear as he commanded, “Bring me the fish! Bring me the fish!” So one by one, each fisherman transferred all of their catch into the Chief’s canoe. After the first fishermen gave their catch, the chief realized his canoe was in danger of becoming swamped, so he called out “This is enough! That is enough!”

The fishermen replied angrily, “Not so! Not So!” They continued to pile all of their fish into the Chief’s canoe, which rapidly began to sink. The Chief’s cries for help went unheard as he watched all of the fishing canoes steadily return to land. Halaeʻa was left to perish at sea surrounded by the objects of his greed.

Story adapted from Pono, The Way of Living by Malcolm Naea Chun and Standards and Values of the Hawaiian People by David Parker
Names: __________________________________________________________ Date _____

**RIGHT OR RESPONSIBILITY?**

A. Discuss if each item is a RIGHT, RESPONSIBILITY, or BOTH. Write your choice for each box.

B. Add who “owns” this right / responsibility.

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<thead>
<tr>
<th></th>
<th>CLEAN OCEAN &amp; BEACHES</th>
<th>ABUNDENT, FRESH DRINKING WATER</th>
<th>HELPING YOUR FAMILY</th>
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<th>HEALTHY FORESTS</th>
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<th>USING A CELL PHONE</th>
<th>PERSONAL HAPPINESS</th>
<th>LOCALLY GROWN FOOD</th>
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*UNIT 4: KŪPONO - Lesson #2: Kū i ka pono no Hawai‘i - To make things right for Hawai‘i -*
A SOCIAL JUSTICE CONCERN IN HAWAI‘I

Name ____________________________________________  Date _____  Period _____

Article title: ________________________________________________________________

1. What are the issues?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. What is fair/just or unfair/unjust?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Who benefits from the way things are?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Who might benefit if things change?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. What can happen to make things more fair/just?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
UNIT 4: KŪPONO - Lesson #2: Kū i ka pono no Hawaiʻi - To make things right for Hawaiʻi -
## SUSTAINABILITY CHALLENGES IN THE 21st CENTURY

### Rating Scale

<table>
<thead>
<tr>
<th>#1</th>
<th>IMPORTANT AND URGENT</th>
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<tbody>
<tr>
<td>#2</td>
<td>IMPORTANT BUT NOT URGENT</td>
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<td>#3</td>
<td>NOT IMPORTANT BUT URGENT</td>
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<td>#4</td>
<td>NOT IMPORTANT AND NOT URGENT</td>
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### Current Challenges in Hawai‘i

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<tr>
<th>Challenge</th>
<th>Rating</th>
<th>Impact on People and Place</th>
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<td>Endangered Species (land, air, sea)</td>
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<td>Pollution (air, land, ocean, fresh water)</td>
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<td>Sustainable Energy Sources (bio-fuels, geothermal, nuclear, hydroelectric, wave, wind, solar, etc)</td>
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<td><strong>Other</strong></td>
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**My thoughts:** THE MOST IMPORTANT AND URGENT CHALLENGE, AND WHY:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________