LESSON PLAN #1
MY FAMILY, MY HOME CULTURE

DOE STANDARDS

Social Studies:
Standard 3: History: PRE-CONTACT HAWAII HISTORY—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history. SS.4.3.3

Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time. SS.4.6.1

Language Arts:
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes. LA.4.6.1, 4.6.2, 4.6.3, 4.6.4, 4.6.5, 4.6.6, 4.6.7, 4.6.8

DOE GENERAL LEARNER OUTCOMES

- Self-directed Learner (The ability to be responsible for one’s own learning)
- Community Contributor (Understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and products)
- Effective Communicator (The ability to communicate effectively)

NATIVE HAWAIIAN GUIDELINES

‘Ike Mauli Lāhui (Cultural Identity Pathway) We envision generations who walk into the future with confidence in their cultural identity and a commitment of service to akua, ʻāina, and each other. Perpetuating Native Hawaiian cultural identity through practices that strengthen knowledge of language, culture and genealogical connections to akua, ʻāina and kanaka

‘Ike Pikoʻu (Personal Connection Pathway) We envision generations whose actions reflect personal identity that is kāpono. Promoting personal growth, development and self-worth to support a greater sense of belonging, compassion and service toward one’s self, family and community.

‘Ike Honua (Sense of Place Pathway) We envision generations who accept kuleana for our honua. Demonstrating a strong sense of place, including a commitment to preserve the delicate balance of life and protect it for generations to come

‘Ike Kuana ‘Ike (Worldview Pathway) We envision generations who flourish and inspire local and global communities through a culturally Hawaiian perspective that honors all things—past, present and future. Providing a solid grounding in the Hawaiian worldview that promotes contributions to local and global communities.
ʻIke Pilina (Relationship Pathway) We envision generations that have respectful, responsible, and strong relationships in service to akua, āina, and each other. Nurturing respectful and responsible relationships that connect us to akua, āina, and each other through the sharing of history, genealogy, language, and culture

HAWAIIAN VALUES

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<tr>
<th>Guiding Principle</th>
<th>Meaning</th>
<th>Pronunciation</th>
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<tbody>
<tr>
<td>‘Ohana</td>
<td>Family</td>
<td>oh hah nah</td>
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<tr>
<td>Lōkahi</td>
<td>Unity</td>
<td>loh kah hee</td>
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<tr>
<td>Hana Like</td>
<td>Working Together</td>
<td>hah nah lee kay</td>
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Students Will:
- Interview family members to gather information about their family background.
- Recite their family genealogy in the Hawaiian language or English.
- Share family cultural practices, traditions, and events.
- Learn about similarities and differences between cultures.

Materials:
- Pair share worksheet (PS 1)
- Poster boards
- Colors, marking pens, colored pencils
- Moʻokuʻauhau/Genealogy worksheet
- Proverb worksheets
- Index cards - 4 per student

SUGGESTED ACTIVITIES / PROCEDURES

ʻŌLELO NO’EAU: See lesson

ACTIVITY 1: Engage students in a discussion about their interests and what makes their family special. Ask students to think about some practices, traditions, activities, and events their families do.
- Have students pair-share their thoughts on the following (see PS 1):
  - Who are the members that make a family?
  - Who are the people in your family?
  - What are some things you like to do as a family?
  - Can you name your ethnicities?
  - Which ethnicity does your family mostly identify with?
  - What types of cultural practices does your family enjoy doing? (i.e: hula, oli, Obon dance, taiko drumming, fishing, pounding poi, culture based arts and crafts, Chinese New Year fireworks, etc.)
- As a class, make a prior knowledge chart of customs and traditions that their families and different ethnic groups practice in Hawai‘i.

Materials & Notes

Pair Share worksheet (PS 1)

This culminating project could be done as partners
**Homework:**
- Draw one or more pictures of at least 3 cultural practices, activities, special events and traditions your family enjoys doing together.
- Write a short description of your illustrations.

**Culminating project:**
- Students share their pictures with their pair-share partner. Partners discuss and write (using a Venn diagram) the differences and similarities of their pictures.
- Each student then writes a short essay on the similarities and differences about the cultural practices and traditions of partners.

**Activity 2:** Students will begin to review the definitions and pronunciations of Hawaiian words that will be used in activity 3. Each student will create a genealogy poster using photos or drawings of immediate or extended family members.

**Vocabulary:** Review the pronunciation and meanings of the words below that are used on the Mo’oku’auhau/Genealogy worksheet.

```
Kane- man (kah nay)
Wahine- woman (wah he nay)
Hānau- born (hah now)
Noho- to live with (no ho)
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- Have students make picture cards with the word, pronunciation, and a drawing on each card.
- Distribute and review: mo’oku’auhau/genealogy worksheets.
- Go over the pronunciation and vocabulary on the worksheets with students.

**Homework:**
- Have students use their mo’oku’auhau/genealogy worksheets to interview and gather information from family members. Teacher should go over explanation of how to interview if needed (students who do not live with their biological parent may interview someone who they feel close to).
- Send a letter home asking parents if they could send copies of family photos that could be used on a poster; let parents know that pictures will be glued or taped to a poster board.

**Culminating project:**
- Student can now make their poster picture genealogy, using the information and pictures. It will be up to the teacher to allow students their own creativity or to use a standard format for their poster.
- Teacher: Create a rubric stating your guidelines and format.

**Activity 3:** Students will discover ways different ethnic groups keep their history. Students will also learn how their families keep their family histories.

- After sharing ask student to answer the question:
  - “What is oral history?”
- Students read short excerpt titled “Punahele” by Pukui, Haertig and Lee from

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**Nana I ke Kumu.**
- Share with students 2 examples of genealogy chants with their short descriptions; use these to help students further understand oral histories.
- Then ask students to pair-share their thoughts on the reading.
- As pairs, have students share some of the ways their families keep their family records (students may or may not know this but have them at least think about it).

**Homework:**
- Student asks a family member to share some ways they keep their family histories. There are many different ways families keep records; invite students to find out how theirs does it. It could be done by saving family pictures, keeping a book, or in a bible, etc.

**Culminating project:**
- Review, memorize, practice, and present their mo`oku`auhau (genealogy).

**ACTIVITY 4:** Students will learn simple Hawaiian proverbs about values that have been handed down orally and still applied in some homes today.
- Distribute pair-share worksheet (PS1):
  - Have students pair-share their thoughts on proverbs.
  - Dyads then share their thoughts with class.
  - Teacher can choose a topic for dyads to come up with their own saying or proverb.
- Distribute proverb worksheets 1, 2, and 3 to students.
  - On the board or large sheet of paper, write the 3 `ölelo no`eau.
  - Ask students, what they think each proverb might mean. Then share what you think the proverb means, and ask them to think of and share some examples in life that relate to the saying.
  - Students write their thoughts and draw a picture for each proverb 1, 2, and 3, on their worksheets.

**Homework:**
- Students ask a family member to share a proverb or saying that they know and try to apply to their lives.
- Students write a short explanation and draw a picture of proverb.

**Culminating Project:**
- Use the dyad proverbs to create a book of class sayings/proverbs.
- Have dyads draw pictures for their proverbs.

**Proverb 1:** Mai nā kupuna mai- the knowledge that comes from your ancestors

**Proverb 2:** Makua- Mai kapae i ke a`o o ka makua, aia he ola ma laila- Do not set aside the teachings of one’s parents for there is life there  (Puke `ölelo no`eau)

**Proverb 3:** Keiki- Ka lei ha`ule `ole, he keiki- A lei that is never cast aside is one’s child (Puke `ölelo no`eau)
Mo’oku’auhau/Genealogy

O ________________________ ke kane.

O ________________________ ka wahine.

Noho pū lāua a hānau ‘ia e __________________________

he kane/wahine.

O ________________________ ke kane.

O ________________________ ka wahine.

Noho pū lāua a hānau ‘ia e __________________________

he kane/wahine.

O ________________________ ke kane.

O ________________________ ka wahine.

Noho pū lāua a hānau ‘ia e __________________________

he kane/wahine.

Hānau ‘ia e ____________________________ he kane/wahine.
Mo’oku’auhau/Genealogy

My grandfather’s (fraternal) name is ________________________

My grandmother’s (fraternal) is ____________________________.

They were married to each other and my father (name)  
________________________ was born.

My grandfather’s (maternal) name is ________________________.

My grandmother’s (maternal) name is ________________________

They were married to each other and my mother (name)  
________________________ was born.

My father’s name is _________________________________.

My mother’s name is _________________________________.

They were married to each other and I, (your name)  
________________________, was born.
TEACHER GUIDE:
Genealogy

My grandfather’s (fraternal) name is ______________________________.
My grandmother’s (fraternal) is ________________________________.
They were married to each other and my name of father ______________________________ was born.
My grandfather’s (maternal) name is ______________________________.
They were married to each other and my name of mother ______________________________ was born.
My father’s name is ______________________________.
My mother’s name is ______________________________.
They were married to each other and your name ______________________________ was born.

Mo`oku`auhau

O (name of dad’s father) ke kane.
O (name of dad’s mother) ka wahine.
Noho pū lāua a hānau ‘ia e (father’s name)
he kane.

O (name of mother’s father) ke kane.
O (name of mother’s mother) ka wahine.
Noho pū lāua a hānau ‘ia e (mother’s name)
he kane/wahine.

O (father’s name) ke kane.
O (mother’s name) ka wahine.
Noho pū lāua a hānau ‘ia e (student’s name) he kane/wahine.
Draw something that your grandparents taught you about his or her traditions and culture. Then describe your picture.

Mai nā kupuna mai – the knowledge that comes from your ancestors.
Draw something that your parents taught you about his or her traditions and culture. Then describe your picture.

Proverb 2

Makua

Mai kapae i ke a`o o ka makua, aia he ola ma laila… Do not set aside the teachings of one’s parents for there is life there.
Draw a special lei that represents children. Then describe your picture.

Keiki, Kamali’i, Lei

Ka lei hā’ule ‘ole, he keiki- A lei that is never cast aside is one’s child (Puke ‘ōlelo no’eau)

Proverb 3
Pair Share Worksheet

Write the question in box #1, your opinion in box #2, and your shared opinions in box #3.

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<th>Question</th>
<th>Your Opinion</th>
<th>Shared Opinion</th>
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Name ___________________________________________ Date ____________
“Before Hawai‘i had a written language much of its history was kept through chants handed down from generation to generation. Children, usually the eldest child, were chosen to keep their family’s genealogy. They would be exposed to the rhythmic sounds of the chanting by his kupuna (grandparents), of their formal prayers and ancestral stories. By hearing the chanting of his or her kupuna, children learned to find hidden meanings in the words being spoken.”

“In ancient Hawaii, it was important for a person to know his/her genealogy chant. People often traveled between ahupua’a and if by accident they ended up in an area where he or she were not known, being able to recite their genealogy chant could save their life.”

“Chants were a way the Hawaiian people kept their creation legends, their songs for hula, their family stories and history, and especially their genealogy. Below are examples of two creation chants which many Hawaiians believe are also the genealogy of the Hawaiian people. The first chant is called the “Kumulipo”. It talks of the creation of all creatures, plants, gods and man, beginning from the darkness and into the light. The following is just a few lines of the 2012 lines in this creation chant.” Pg. 55

**Kumulipo**

O ke au i kahuli wela ka honua
O ke au i kahuli lole ka lani
O ke au i kukaiaka ka la
E hoomalamalama i ka malama
O ke au o Makalii i ka po
O ka walewale hookumu honua ia
O ke kumu o ka lipo, i lipo ai
O ke kumu o ka po, i po ai
O ka lipolipo, o ka lipolipo
O ka lipo o ka la, o ka lipo o ka po
Po wale hoi
Hanau ka po
Hanau Kumulipo i ka po, he kane
Hanau Poele i ka po, he wahine

At the time that turned the heat of the earth
At the time when the heavens turned and changed
At the time when the light of the sun was subdued
To cause light to break forth
At the time of night of Makali'i
Then began the slime which established the earth
The source of deepest darkness
The source of night
Of the depth of darkness, of depth of darkness
Of the darkness of the sun, in the depth of the night
It was night
So was night born
Kumulipo was born in the night, a male
Poele was born, a female
This oli speaks about the creation of the Hawaiian Islands. Again, it is just a few lines of the chant’s many lines. Wākea is the male and Papahānaumoku is the female. They live together for awhile and give birth to the islands of Hawai‘i and Maui. Wākea leaves Papahānaumoku and lives with Ho‘ohokukalani and they give birth to Moloka‘i. Papahānaumoku is jealous of Ho‘ohokukalani and returns to Wakea. They both give birth to O‘ahu, Kaua‘i, Ni‘ihau and the youngest, Kaho‘olawe.

'O Wakea Noho iā Papahānaumoku

'O Wākea noho iā Papahanaumoku               Wākea lives with Papahanaumoku
Hānau 'o Hawai‘i he moku                       Born to them is Hawai‘i
Hānau 'o Maui he moku                          Born to them is Maui
Ho'i hou 'o Wākea noho iā Ho‘ohokukalani      Wakea returns to live with Ho‘ohokukalani
Hānau 'o Moloka‘i he moku                      Born to them is Moloka‘i
Lili 'ōpū pululua ‘o Papa iā Ho‘ohokukalani   Wakea becomes jealous of Ho‘ohokukalani
Ho‘i hou 'o Papa noho iā Wākea                Papa returns to live with Wākea
Hānau 'o O‘ahu he moku                         Born to them is O‘ahu
Hānau 'o Kaua‘i he moku                       Born to them is Kaua‘i
Hānau 'o Ni‘ihau he moku                      Born to them is Ni‘ihau
He 'ula a 'o Kaho‘olawe                        Kaho‘olawe is sacred
Ke Kaulike He Ha’awina Kīwila Assessment (Elementary)

Name: _________________________________________ Date: ____________________

“My Family, My Home Culture” Assessment

MULTIPLE CHOICE: Circle the letter of the correct answer:

1. Do you know how many generations are in your family today?  
   Yes # _____  No

2. What are oral histories?  
   a. Histories handed down in words  
   b. A dentist appointment  
   c. A history class oral exam

3. What are proverbs?  
   a. A verb and a pronoun  
   b. Inspirational sayings  
   c. None of the above

4. What is an oli inoa?  
   a. A Hawaiian name  
   b. A cultural group  
   c. A name chant

5. Can you name at least 2 or 3 of your family’s ethnicities? (Write down all if you can.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5. **Continued:** Draw your family tree to show the generations in your ‘ohana.

6. Using your own words, describe a family or ‘ohana.

________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________