KE KAULIKE HE HA’AWINA KĪWILA
LESSON PLAN #2 – THE POLYNESIAN VOYAGE
(of Hawai‘i’s Host/Indigenous Culture)

DOE STANDARDS

Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-
Understand change and/or continuity and cause and/or effect in history

Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE-
Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms

Standard 3: History: PRE-CONTACT HAWAII HISTORY-
Understand the people, events, problems, and ideas that was significant in pre-contact Hawaiian history

Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-
Understand roles, rights (personal, economic, political), and responsibilities of the Ali‘i, Kahuna, Maka‘ainana and Kaua classes and how they participated in civic life

Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-
Understand economic concepts and the characteristics of various economic systems

Language Arts:

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

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, ‘āina, and each other.* Perpetuating Native Hawaiian cultural identity through practices that strengthen knowledge of language, culture and genealogical connections to akua, ‘āina and kanaka

‘Ike Na‘auao (Intellectual Pathway) *We envision generations fostering the cycle of joyous learning through curiosity, inquiry, experience and mentorship.* Fostering lifelong learning, curiosity and inquiry to nurture the innate desire to share knowledge and wisdom with others

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

<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>Meaning</th>
<th>Pronunciation</th>
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</thead>
<tbody>
<tr>
<td>Mālama</td>
<td>To care for</td>
<td>mah lah mah</td>
</tr>
<tr>
<td>Ho'ona'a'auao</td>
<td>Learning, knowledge</td>
<td>Ho oh nah ah wow</td>
</tr>
<tr>
<td>Alaka'i</td>
<td>Leader</td>
<td>ah lah kah ee</td>
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**Purpose:**

**Students Will:**
- Understand what resources Polynesian voyagers brought with them to Hawai'i; how they were preserved and how they were utilized to sustain their voyage.
- Understand the natural resources on islands and how they were used for sustainability by these voyagers.
- Understand leadership roles and responsibilities and how they relate to sustaining the community.

**Materials:**
- Reading 1 “Surviving the Polynesian Voyage” (provided)
- Reading 2 “Finally Reaching Land” (provided)
- Reading 3 “To Find the Way,” by Susan Nunes (Library)
- “The Island Below the Star,” by James Rumford (Library)
- Hokule’a Voyage (Library)
- Ahupua’a System Book and Poster (Kamehameha Schools Press)
- From the Mountain to the Sea, Early Hawaiian Life (Kamehameha Schools Press)
- Large sheets of paper
- Paint, crayons or markers

*Ho’omoe wai kahi ke kao’o…Let all travel together like water flowing in one direction.*

**Vocabulary words:**

Have students look up words before opening activity. Suggested: students partner to create a word poster with definition, a sentence with the word, and an illustration (see graphic organizer for all vocabulary lessons).
- Ferment
- Medicinal
- Breeding stock
- Ration
- Voyagers
- Protocol
- Tubers
ACTIVITY #1: CANOE LIFE SIMULATION

-Use your classroom to simulate a 50 ft. x 15 ft. double hulled canoe (approximate size, does not need to be exact). You can use chairs and desks as the hull and platform. Select students to become voyagers on the canoe. Have students recreate the situation of the first voyage. (I.e.: figure out sleeping, cooking, water usage, roles of navigator & captain, responsibility of children, adults, how to care for animals and plants, etc.).

-Partner or Group Discussion: Use the following questions to prompt student discussion. Also invite students to come up with questions of their own. Record these questions and answers and save for the next activity.

- Before the voyage, what did you and others do to prepare?
- Think about your needs; eating, drinking water, using the bathroom, playing, etc.
  What are some of the essential supplies you would need?
- What kinds of food would you have?
- What types of skills would the people need to survive a long journey?
- What would life be like on this canoe? Who would be doing what?
- What would someone your age be doing?
- How would you feel? Why would you feel that way?

Student reflection: Have students write a reflection (minimum ½ page) about the opening activity. Possible prompts: What did you learn? How does this relate to life today? What do you wonder?

Student reading #1: “Surviving the Polynesian Voyage” reading can be done individually or as a group. During the reading, discuss parts of the story.

Activity 1 Follow-Up Choices:
- Compare the questions and answers from the “Opening Activity” with reading #1.
- Categorize the information collected from the Opening Activity and create a Venn diagram or T-Chart comparing how voyaging is being done today with how it was done in the past. (Current voyaging discoveries are being done in space, under the ocean, on land, etc.)
- “My Discovery” Creative Essay: Ask students to pretend they are a famous discoverer today. Ask them to write an essay with the following information:
  *INTRODUCTION OF THEMSELVES: name, where they are from, and occupation
  *DESCRIBE THEIR DISCOVERY including what, how, when, and where
  *EXPLAIN WHY this discovery is important for the world
* Suggested: Invite students to create an illustration for their essay. Use pictures and essays to create a book or bulletin board so that students share their future discoveries with each other. Invite students to reflect on what they did well and how they can make improvements to their “My Discovery” essay.

- Have students write a reflection about something they learned about voyaging in the past and present.
- Read, “To Find the Way,” by Susan Nunes. (See your school library for a copy of book).
- Do an art project on a double hulled canoe.
Vocabulary words:

Have students look up vocabulary words below before beginning opening activity. Create a Pictionary of vocabulary words (see graphic organizer for all vocabulary lessons).

- Abundant
- Horizon
- Atoll
- Fertile
- Sustainability
- Discovery

Student Reading #2: “Finally Reaching Land,” Reading can be done individually or as a group; discuss sections as needed.

Partner or group discussion: Use the following questions to prompt further student discussion. Also invite students to come up with questions of their own after the reading:

- What do you think happens next? Which should come first - exploring, swimming, building, planting, fishing, prayers, or...?
- What needs to happen with the plants and animals that made the journey?
- What do people need to do to survive on an island no one knows anything about?

ACTIVITY 2: SURVIVOR SIMULATION

- Teacher breaks students into small groups (4-7). Tell them they have been chosen to appear on the TV show “Survivor.” Pose these questions to them and ask them to write down their answers (on notebook or chart paper):
  
  How will your group survive 7 days on an island?  
  What are some basic needs for your survival?  
  How will you provide for those needs?

At the end of the activity, have students share what their group would do first, why and how.

Activity #2 Follow-up Choices:

- “Creating Our New Home” essay. Invite students to write an essay using this prompt: How will you and your family take care of your basic needs such as, food, water, shelter and clothing?
- Write a reflection about the activities, using these or any other prompt:
  * How did you feel?  
  * What were you most concerned about?  
  * Would you be able to survive on a remote Island in the 21st century?
- Read “The Island Below the Star,” by James Rumford.
- Create a mural or drawings of an uninhabited island.
**ACTIVITY #3 - VOCABULARY WORDS:** Have students look up vocabulary words below before beginning opening activity. Create a Pictionary of vocabulary words. (See graphic organizer for all vocabulary lessons).

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<thead>
<tr>
<th>Family</th>
<th>Law</th>
<th>Economy</th>
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</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Class (social)</td>
<td>Ahupua’a</td>
</tr>
<tr>
<td>Ma uka</td>
<td>Ma kai</td>
<td>Kula</td>
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**ACTIVITY #4 - AHUPUA’A READING:** Read to students “Umi Divides the Land” in the book *From the Mountain to the Sea*, available in most libraries and also available online at [www.ulukau.org](http://www.ulukau.org) - Link to this book at [http://www.ulukau.org/elib/cgi-bin/library?c=english&l=en](http://www.ulukau.org/elib/cgi-bin/library?c=english&l=en) (See chapter 3)

**Follow up choices to Activity #4:**
- Write the word ‘Ahupua’a” at the top of a chart paper. Divide the chart paper into 3 sections, writing at the top “mauka”, center “kula,” and bottom “makai.” Have students write and/or draw 2-3 things that may be found on an ahupua’a on a post-it note or piece of paper. Have students place their post-it notes in any one of the 3 sections they think it should be placed on the chart paper.

- Create an “In My Ahupua’a” essay: Cue students with the following:
  
  “Imagine you are living with your family in an Ahupua’a, where you all work to have your basic needs met. What would your responsibilities be for your family and community? What will you need to learn? How will you learn it? How will you have fun?

  (Use any prompts your students will find of interest.)

- Have students write a reflection about the activities, sharing what was interesting and useful, and why.

- Do an art project: Have students draw the foods, animals, plant life, and fish that would live and grow in an ahupua’a. *Suggestion:* Separate classroom into mauka, kula and kai, and have students make artwork and mobiles relative to the area to hang on the walls and ceiling.
OUR POLYNESIAN VOYAGE

Imagine you are a Polynesian voyager from long ago, like me. We have been sailing across thousands of miles of the Pacific Ocean for many weeks. Sixteen family members and a few other important people from my village are on our canoe. I miss some relatives I might never see again. I picture my homeland, Kahiki, and I see my beautiful island with its crystal-green lagoon. It is hard for me to imagine my new island home. I wonder if it will be the same. I wonder when we will get there!

Before the Voyage

Much time was spent to prepare for this long trip. We worked hard to preserve a lot of food. We let breadfruit ferment so it can last for many years. We also dried other foods. Besides breadfruit, we took bananas, sweet potatoes, yams, taro, pandanus flour, and other favorites from our island. We also brought dried fish with us.

When we first left, we also had fresh food. We took fresh sweet potatoes, yams, taro, breadfruit, drinking coconuts, bananas and sugar cane. This food gave us much energy and tasted so good. My kupuna also helped us learn the skills we need for our long voyage and life on our new island home. My auntie knows about medicinal plants. My oldest cousins studied the stars for many years to learn how to navigate. My uncles know how to grow plants, make tools, and build houses. My aunties and cousins know how to make kapa for our clothing and shelter. My kupuna knows the protocols for prayers to our gods.

Life on the Canoe

Whenever the ocean looks right, lines go out to catch fish. As we have been gone for many weeks, this is now our only fresh food. My uncle is our best fisherman and I like to learn from him. Even though my uncle is good, at many times there have been no fish. It is almost impossible to catch enough fish to feed all of us and our animals.

I like having animals with us. We are carrying pigs, chickens and dogs with us, intended as breeding stock for our new home. When we had no fish, we ate a few of the chickens. Our kupuna knew that there might not be important plants on our new island home, so we brought many plants to help us survive. We took cuttings, tubers and young plants. They were first wrapped in moss that was soaked in fresh water. These bundles were then wrapped in dry ti-leaf, kapa (bark cloth), or skin from the banana tree. Finally, these packages were put in lauhala (pandanus leaf) containers and hung from the shelter in between the canoe hulls. Here they were best protected from the deadly salt water spray.

It is great the way my uncles cooked. We have a cooking fire area lined with stone, coral and sand. Coconut husk and shells are the fuel for this fire. My uncles take great care when they cook.
We store our water in gourds and sections of bamboo. These water containers and our drinking coconuts are put wherever we have space or need the weight to make the canoe sail better. When we can, we also collect water as it runs off the sail during rainy times. We had to *ration* our water when it was low. We have to pay great attention to taking care of all of our supplies. Life on the canoe is challenging, and also very exciting.

**Finally Reaching Land**

We kept seeing birds for a few days now, ones we know do not live at sea. The excitement was felt by everyone as we kept searching the *horizon* for more signs of land. Uncle saw some floating seaweed he knew grows on rocks. Auntie felt it in her bones.

And then there was a dark line that did not move that our navigator saw. It looked like a faint cloud, but it did not move. So we have headed for that stationary line since yesterday. This morning, when the sun rose majestically from the eastern sea, we saw it… an island much larger than our former home, with tall cliffs we can see from here, and we are still a ways off shore.

We are circling around this island now, straining our eyes to look for any signs of life. Any animals. Any people. Anything familiar. Much of the hills look lush and green. There is no sign of a coral atoll like the one at home.

My fishermen cousins look into the water, straining to recognize any fish they might know. They saw one family of nai’a (dolphin) yesterday, which was considered a fortunate sign. It is very important to get to know this ocean, as it will be the source of most of our food for a while until our crops get planted and grow.

Our kupuna have guided us to search for just the right place to land, a place along the coast with abundant fresh water and lands fertile for planting. Not too wet, not too dry. We will need to plant our taro, sweet potato, and other food staples we brought with us as soon as possible.

We all are longing for firm ground, a soft spot of grass or sand to sit on, and a long walk on solid earth. I cannot wait to bathe in a cold fresh water stream. Our kupuna are especially looking forward to this new place that we can care for and call home. We are all so very thankful.

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*Text adapted from: Polynesian Voyaging Society website documents and The Natural Environment: Hawai‘i Ko Kakou Mau Mo‘olelo*
Ke Kaulike He Ha‘awina Kīwila Elementary Assessment

Name: _______________________________________
Date: _________________

The Polynesian Voyage of Hawaii’s Host/Indigenous Culture

MULTIPLE CHOICE: Circle the letter of the correct answer:

1. Who are the original people or “host” culture in Hawai‘i?
   a. Chinese
   b. Samoan
   c. Hawaiian
   d. Filipino

2. How did the first Hawaiians travel to Hawai‘i?
   a. By airplane
   b. By passenger ship
   c. By sailing canoe
   d. By horseback

3. What is an ahupua’a?
   a. A division of land
   b. A stone pillar
   c. A community leader
   d. A pig-like fish

4. TRUE or FALSE: Put an X in the correct column.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. An ahupua'a is a mother pig.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Hokule‘a is a double hulled canoe.</td>
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<tr>
<td>c. Hawaiians used the stars, birds and ocean waves to navigate their canoes.</td>
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<tr>
<td>d. Other cultures arrived in Hawai‘i from far away places.</td>
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5. List 3 types of plants found in an ahupua’a:

1) __________________________________________

2) __________________________________________

3) __________________________________________
6. Name the 3 geographic areas of an ahupua’a:

1) __________________________________________________________
2) __________________________________________________________
3) __________________________________________________________

7. What does self-sustainability mean?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Use the space below to draw and label at least 5 different plants and animals that traveled with the first Hawaiians.