Ke Kaulike He Ha’awina Kīwila
Lesson #1: Layers of Culture

LESSON PURPOSE

Understanding culture and the various layers or groupings that can describe this concept may help students discover how each and every one of them, with their individual and diverse home cultures, impact where we live. Especially important is for students to know the strengths, beauty, and gifts of the indigenous people of Hawai‘i, appreciating all that Hawaiian culture has to offer.

The traditional historical concept of the ahupua’a (traditional native Hawaiian land division stretching from the high mountain watershed downward to the shoreline and out to the deep sea beyond the reef) provided not only a philosophical basis for managing and sustaining Hawai‘i in the days of old, but remains relevant in our present and future with regard to preserving and sustaining resources for survival.

Students need to understand their relationship and responsibilities congruent with shifting patterns, policies and practices that will influence how local culture continues to develop into the future. Facilitating civic dialogue is crucial to nurturing students’ realization and understanding that they have a voice that can impact change, and that it does matter whether or not they use it.

As students explore the myriad of issues impacting both our local and global communities, they have the opportunity to identify areas of personal interest and importance. This personal connection can empower and influence student engagement in civic action, whether focused on local or global communities. Discovering their voices can provide profound experiences for students, which will hopefully lead to ongoing personal incentives toward effecting change and participation in leadership and service.

This lesson will prompt students to voice the following questions:

- What do you want Hawai‘i to be?
- What type of leadership does Hawai‘i need?
- What can be learned from our host culture?
- What can we do as individuals or groups to help care for each other and our earth?

While students transition from questions to resolutions, it is important to help them acquire skills effective in civic participation. This will also assist them with beginning to think about developing group projects. These group projects, when possible, will hopefully involve as many technological tools and creative venues as possible. Technology can aid students in recognizing the importance and impact of how sharing their voices can effect change.

As students present their thoughts and ideas, seize the opportunity to capture them on video so that their mana‘o (insights) might be applied in developing a major project at the end of the semester. Whenever possible, cite issues reported in local newspapers to initiate discussion about what the possible effects may be on local culture (i.e., landfills, zoning initiatives, taxes, etc.).

Objectives: Students will:

- Participate in an interactive video presentation with Dr. Manulani Aluli Meyer
- Work in dyads to discuss cultural differences in defining words that describe knowledge and ways of knowing, (i.e., listening–hearing, looking–seeing) and the efficacy of the word “aloha”.

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- Demonstrate their understanding of the “layers of culture” and their sense of self and place in group presentations.
- Articulate their vision of what direction they want to see Hawai‘i moving toward now and in the future through group presentations.

**Materials Needed:**

- *Understanding Layers of Culture* Reading (provided)
- DVD player or computer with projector
- DVD of Dr. Manulani Aluli Meyers presenting at the 2008 Pacific Rim Conference on Disabilities
- 3 x 5 index cards
- Tape for chalkboard or large sheet of construction paper
- Large paper, like post-it sheets, to display on walls
- Ke Kaulike project rubric

**HAWAII DOE STANDARDS AND BENCHMARKS**

**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

LA.11.6.1 Participate in a small group (e.g., organize sessions and information, complete a grade-appropriate task, evaluate the group's accomplishments)

**Social Studies, MHH**

Cultural Anthropology 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

**Sociology**

Standard 2: Develop an understanding of culture as it affects individuals and groups SS.SOC.2.2

Describe how cultural diversity occurs and the impact on a host culture
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 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.

‘Ōlelo No’eau:

Pili ʻohā, he kāmau mai mawaho.
One, who was not a relative, yet is a member of the household. (2652)

Note: Teachers may use the ‘ōlelo no’eau or the quote for journal writing or as a cue for class discussions. Help students understand how this phrase relates to their activity.

DOE GENERAL LEARNER OUTCOMES

The Ability To:
- Understand the values of becoming a life long learner
- Understand the roles and responsibility within society
- Work well with others
- Be involved in complex thinking and develop critical listening skills
- Better understanding of individual responsibilities in society

Activities/Procedures:

Layers of Culture: ACTIVITY #1

- Facilitate a class discussion about culture to assess students’ prior knowledge on this topic. Ask them to partner and write their own definition as well as connections to culture. Debrief and provide your own understanding of culture from a personal perspective.

- Ask students to read Layers of Culture reading, and then ask them to discuss what identifies specific cultures as well as what unites global humanity (i.e., personal behaviors that are unique to certain groups of individuals versus universal values that guide behaviors common among humanity). Discuss how culture is relevant to context, and that there are many interpretations of and ways to express culture.

- Have students watch the DVD of Manulani Aluli Meyer, PhD, presenting at the 2008 Pacific Rim Conference on Knowledge and Knowing. Instruct students to follow all of her directions in order to create an interactive experience.

Materials and Notes

- Layers of Culture Reading (see below)

Explain to students that they are going to experience a one time special teacher presentation shared at a conference in Hawai‘i.
- Debrief video by discussing what they remember, what they learned, and what they wonder about.

- Supplemental Resources and References:

  An excellent reference resource for students who may be having a difficult time adjusting to cultural change can be found at The Office of International Programs website, [www.ncat.edu/~oip/cultureshock.htm](http://www.ncat.edu/~oip/cultureshock.htm)

**THINGS TO REMEMBER:** (What worked well; what needs to be changed):

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Layers of Culture: ACTIVITY #2

- Have students create a genealogy list of their ancestral cultures on 3X5 index cards. Students will place their lists inside a drawing of a car. Encourage students to draw a car they feel best represents their personality. This activity will assist you in name association and create a common ground of differences.

- Each student will present his car to the class, explaining his family cultures, and then place the card on the barge drawn on the board or a large poster (as shown above, the drawing contains a tug boat and a long barge. The barge should be labeled HAWAI‘I). The student’s names represent family or home culture, collectively; all the cards are later labeled local culture. The barge should be identified as the host culture and the tugboat can represent global culture. Student labeling will buttress their understanding of cultural layering.

- When all students have presented their cars for the barge, have them assemble in groups to determine what the tugboat represents.

Teacher Notes

- *The picture above can be hand drawn on the whiteboard and stick it post-ups can be placed on the board.*

- *An all purpose rubric is provided for all Kīwila project based assignments*
Students should reflect on diversity of classroom cultures and create a journal entry on their understanding of ‘Ōlelo No’eau 2652.

THINGS TO REMEMBER: (What worked well; what needs to be changed):

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<table>
<thead>
<tr>
<th>Layers of Culture: ACTIVITY # 3</th>
<th>Teacher Notes</th>
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<tr>
<td>▪ Using large chart or construction paper, have groups designate someone to document their group’s answers to the following questions:</td>
<td>You may choose to use this activity as an opportunity to record video footage of both individual and group presentations. This material can be used in future projects.</td>
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<tr>
<td>* What does the tugboat represent?</td>
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<td>* What moves today’s Hawai‘i economically, politically and culturally?</td>
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<td>* What direction do you want to see Hawai‘i move toward economically, politically and culturally? (clarify terms as needed)</td>
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<td>▪ Students can write and draw their responses on construction, chart, or butcher paper and post them on the classroom wall until they present them.</td>
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<td>▪ Have group representatives introduce and explain their visions to the class. Tell students to save their responses for application in future activities. <em>(Teach the term “Living Document”, which will be helpful when discussing topics like the U.S. Constitution.)</em></td>
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THINGS TO REMEMBER: (What worked well; what needs to be changed):

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UNDERSTANDING LAYERS OF CULTURE

Culture may be better understood by looking at how aspects or layers of culture influence learned behavioral patterns and perceptions. One way to describe culture is through four unique yet interconnected layers that can be identified among the many people living in Hawai‘i today.

First layer of culture is home or family culture, the body of cultural traditions that distinguishes different societies from one another. When people speak of Hawaiian, Filipino, Samoan, or Japanese culture, they are referring to the shared language, traditions, and beliefs that set each of these peoples apart from one another. In most cases, those who share your culture do so because they were brought up within it, being raised by their parents and other family members who likewise grew up within it, having been raised by their parents (your grandparents), and so on. This is your family, your ‘ohana.

The second layer of culture is regarded as host or indigenous culture. Host culture is that of a particular country or region as determined and defined by its first human inhabitants. Indigenous cultures have well-established traditions, practices, values, language, dress and food. Most importantly, indigenous people share an interdependent or symbiotic relationship with their environment. In days of old, this relationship ensured their very survival. Our host culture is that of native Hawaiians.

Local culture is the third layer of culture, which is unique to each specific community. In a society such as we are familiar with in contemporary Hawai‘i, people celebrate their diverse heritages hailing from many different places of the world. This includes their home and family cultural traditions and practices. Over time and through opportunities for mutual sharing within communities, people accommodate and integrate their diverse traditions and practices into an amalgamated culture. This newly woven lifestyle fabric is local culture. Family and/or home cultural foundations can be influenced by characteristics existing within the local community.

Local culture is impacted by place, as location influences how people live and survive. For example, in Kamuela on the island of Hawai‘i, ranching and paniolo (cowboy) culture strongly influences people from that area. In Kailua (on both O‘ahu and Hawai‘i islands), local culture is impacted by the ocean. Each community’s newfound blend of cultural traits makes local cultures specific and unique.

In Hawai‘i, nuances in local culture are influenced by people who have come to our beautiful island home for a variety of reasons. Examples of easily identifiable home cultures that influence local culture were brought to Hawai‘i because of historical sugar plantation needs in the late 1800’s and early 1900’s. Included are ethnic groups such as Chinese, Japanese, African Americans, Portuguese, and Filipino.

Newer immigrant groups currently impacting local culture include Samoans, Micronesians, Tongans, and Mexicans. Members of each contributing home culture influence local cultures by adding to diversity in areas such as food, clothing, language, and self-identity. Hawai‘i’s local cultures, therefore, are unique to people and place.

The fourth layer of culture is global. Global culture is simply defined as that which lies with places and people beyond our shores. It reflects our greater relationships that connect us to the rest of humanity with whom we share planet earth.

*Layers of Culture concept adapted from work by Anna Sumida and Meleanna Meyer.*
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>BEYOND EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
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<tbody>
<tr>
<td>PROJECT CONTENT</td>
<td>- Details are accurate, clear, focused, and beyond the obvious</td>
<td>- Details are accurate, clear, and focused</td>
<td>- Details are accurate &amp; somewhat focused</td>
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<td>- Information is highly interesting &amp; insightful</td>
<td>- Information is interesting</td>
<td>- Some information is interesting</td>
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<td>- Project includes a catchy title</td>
<td>- Project includes a relevant title</td>
<td>- Project includes a title</td>
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<td>PROJECT ORGANIZATION &amp;</td>
<td>- Presentation of information is memorable</td>
<td>- Presentation of information is clear</td>
<td>- Presentation is unclear &amp; unorganized</td>
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<tr>
<td>DESIGN</td>
<td>- Project design captures your attention due to exceptional details</td>
<td>- Project design includes interesting details</td>
<td>- Project design includes some detail</td>
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<td>- All graphics enhance content</td>
<td>- Most graphics enhance content</td>
<td>- Few graphics enhance content</td>
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<td>- Work is very neat &amp; highly organized</td>
<td>- Work is neat &amp; organized</td>
<td>- Work lacks neatness &amp; organization</td>
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<tr>
<td>WORD CHOICE &amp; VOICE</td>
<td>- Words are powerful, engaging, &amp; precise</td>
<td>- Words are interesting, clear, and specific</td>
<td>- Words are clear and specific</td>
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<td>- Project uniquely reflects the subject</td>
<td>- Project reflects the subject</td>
<td>- Project minimally reflects subject</td>
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<td>- The work is personal and engaging, &amp; builds strong connections with audience</td>
<td>- The work is engaging &amp; builds connections with audience</td>
<td>- The work is somewhat engaging &amp; the audience connects</td>
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<td>occasionally</td>
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<td>CONVENTIONS OF PRINT</td>
<td>- Spelling is generally correct</td>
<td>- Spelling is usually correct</td>
<td>- Spelling mistakes are evident</td>
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<td>- Punctuation &amp; capitalization are correct</td>
<td>- Punctuation &amp; capitalization are mostly correct</td>
<td>- Punctuation &amp; capitalization are inaccurate or missing</td>
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<td></td>
<td>- Grammar is generally accurate</td>
<td>- Grammar errors are few</td>
<td>- Grammar errors are noticeable</td>
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<tr>
<td>ORAL PRESENTATION</td>
<td>- Presenter demonstrates deep knowledge &amp; answers questions with ease</td>
<td>- Presenter demonstrates adequate knowledge &amp; answers most</td>
<td>- Presenter’s knowledge is limited; answers few questions</td>
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<td>- A sincere and strong interest in topic is clearly demonstrated</td>
<td>questions</td>
<td>- Interest in the topic is not clearly demonstrated</td>
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<td>- All can hear well; speech is clear and volume is strong</td>
<td>- Interest in the topic is demonstrated</td>
<td>- Some struggle to hear; speech is unclear and volume is too</td>
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<td>- Eye contact draws audience focus</td>
<td>- Most can hear well; speech is clear and volume is adequate</td>
<td>- Soft</td>
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<td></td>
<td>- Body movement and facial gestures are relaxed, poised, and enhance content</td>
<td>- Eye contact is usual and appropriate</td>
<td>- Eye contact is minimal</td>
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<td>- Body movement and facial gestures are relaxed and</td>
<td>- Body movement and facial gestures indicate lack of comfort</td>
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<td>appropriate</td>
<td>and/or practice</td>
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