KE KAULIKE – He Ha‘awina Kīwila – 11th grade
Lesson 5: State Preambles

HAWAI‘I DOE STANDARDS AND BENCHMARKS

Social Studies MHH
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history
Benchmark SS.9MHH.1.1
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action.
Benchmark SS.9MHH.5
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
Benchmark SS.9MHH.6

Language Arts
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical
Benchmark LA.11.3.2
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

NATIVE HAWAIIAN GUIDELINES

‘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 ʻIke (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.

‘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.
DOE GENERAL LEARNER OUTCOMES:

GLOs—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 understand individual responsibilities in society

Lesson Purpose

In 2005, the Hawaii legislature created Act 8, which called for long range planning regarding sustainability in Hawaii. The Hawaii 2050 Sustainability Task Force was then created, and after two years of deep research and soliciting input from citizens statewide, the Task Force submitted the Hawaii 2050 Sustainability Plan. In doing this work, the task force recognized as a priority the uniqueness of Hawaii’s history, culture and heritage, which is reflective of the promise set forth in the Preamble of the Hawai‘i State Constitution.

The Hawaiian Islands are indeed rich in physical and geographic beauty, cultural and ethnic diversity, and Hawaiian traditions and heritage that make this state uniquely special. The Task Force sought to ensure that the qualities and characteristics of Hawai‘i’s island lifestyle are preserved and perpetuated, long term.

Foundational thinking is based on values and principles of the traditional Hawaiian ahupua‘a system (land division from the mountains to the ocean beyond the reef). The values of the ahupua‘a system ensure that people respect the air, land, water and other important natural resources that make life sustainable.

Lesson Objectives: Students will:

- Identify and chart underlying values in the preambles of four different state constitutions
- Analyze these preambles in order to identify common themes and differences
- Create a chart to compare and contrast the language in preambles to two or more state constitutions
- Develop and share an additional vision statement to Hawai‘i’s Preamble

Product:
Group Charts – Vision Statements

Lesson Materials (provided below)
- State Preambles for Hawai‘i, West Virginia, Illinois, and Delaware
- Comparing Preambles Worksheet
### ACTIVITIES/PROCEDURES

#### ACTIVITY #1

- Break students into small groups. Assign each group the task of making comparisons and conducting analyses of the state constitution preambles.
- Ask students to create a chart with notes about the four given preambles. Ask students to do a comparison about the following:
  - Goals of the State Constitutions
  - Liberties and rights of the people
  - Beliefs that are stated
  - Cultural references to overall governance of the land
  - Mention of God or a divine creator
  - Debrief by looking at commonalities and differences; discuss impact of Hawai‘i’s preamble to their lives.

#### Notes and Materials

- Point out differences that may have been missed.
- Capture responses on the board.

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

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#### Comparing Hawai‘i State Preamble—ACTIVITY #2

- Ask student groups to create and share an additional vision statement to the Hawai‘i Preamble. The statement should be one they feel may benefit the direction they’d like to see the State headed toward

#### Teacher Notes

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

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**Ke Kaulike—He Ha`awina Kīwila Civics Hawaiian Style Gr 11 Lesson 5: State Preamble**
**Preamble to the Hawai‘i State Constitution**

We, the people of Hawaii, grateful for Divine Guidance, and mindful of our Hawaiian heritage and uniqueness as an island State, dedicate our efforts to fulfill the philosophy decreed by the Hawaii State motto, "Ua mau ke ea o ka aina i ka pono." ["The life of the land is perpetuated in righteousness."]

We reserve the right to control our destiny, to nurture the integrity of our people and culture, and to preserve the quality of life that we desire.

We reaffirm our belief in a government of the people, by the people and for the people, and with an understanding and compassionate heart toward all the peoples of the earth, do hereby ordain and establish this constitution for the State of Hawaii.

*The Hawaii Constitution was adopted at the election held on November 7, 1950, and was amended at the election held on June 27, 1959. As so amended, it was accepted, ratified, and confirmed by Congress by the Act of March 18, 1959. It went into effect on August 21, 1959, upon the issuance of a presidential proclamation admitting the state of Hawaii into the Union.*

*The Constitution has since been amended a number of times in accordance with proposals adopted by the legislature or by constitutional convention and ratified by the people.*
West Virginia Constitution Preamble

"Since through Divine Providence we enjoy the blessings of civil, political and religious liberty, we, the people of West Virginia, in and through the provisions of this Constitution, reaffirm our faith in and constant reliance upon God and seek diligently to promote, preserve and perpetuate good government in the state of West Virginia for the common welfare, freedom and security of ourselves and our posterity."

*West Virginia adopted its First Constitution in 1863, when it became the 35th state in the Union. The state is now governed by its Second Constitution (1872).*

Illinois Constitution Preamble

We, the People of the State of Illinois - grateful to Almighty God for the civil, political and religious liberty which He has permitted us to enjoy and seeking His blessing upon our endeavors - in order to provide for the health, safety and welfare of the people; maintain a representative and orderly government; eliminate poverty and inequality; assure legal, social and economic justice; provide opportunity for the fullest development of the individual; insure domestic tranquility; provide for the common defense; and secure the blessings of freedom and liberty to ourselves and our posterity - do ordain and establish this Constitution for the State of Illinois.

*Illinois had adopted four constitutions. The first Constitution was adopted in 1818. The second, third, and fourth were adopted in 1848, 1870, and 1970.*

Delaware Constitution Preamble

Through Divine goodness, all people have by nature the rights of worshiping and serving their Creator according to the dictates of their consciences, of enjoying and defending life and liberty, of acquiring and protecting reputation and property, and in general of obtaining objects suitable to their condition, without injury by one to another; and as these rights are essential to their welfare, for due exercise thereof, power is inherent in them; and therefore all just authority in the institutions of political society is derived from the people, and established with their consent, to advance their happiness; and they may for this end, as circumstances require, from time to time, alter their Constitution of government.  *Delaware has adopted four constitutions; in 1776, 1792, 1831, and 1887.*
COMPARING PREAMBLES OF STATE CONSTITUTIONS

Talk about each preamble; then compare them and write key word notes about the four preambles to constitutions of the following states.

What do you notice that is similar? What differences do you notice?

Discuss and take notes about:
- Goals of the State Constitutions
- Liberties and rights of the people
- Beliefs that are stated
- Cultural references to overall governance of the land
- Mention of God or a divine creator

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