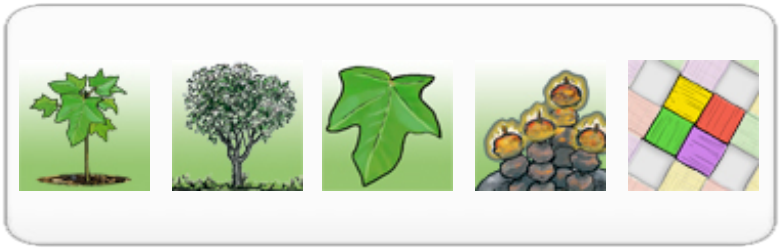
MOENAHĀ

he ʻōnaehana kiʻina aʻo kuʻuna Hawaiʻi

ʻŌpaʻa Hoʻomohala Haʻawina Moenahā

Moenahā Curriculum Design Package



Kahuawaiola Indigenous Teacher Education Program
Ka Haka ʻUla o Keʻelikōlani College
University of Hawaiʻi at Hilo
www.kahuawaiola.org

Mālama… Kiloi ʻIkepili…

No ke Kumu

Inoa: Keʻala Lee Loy & Keiki Kawaiʻaeʻa

Lā: April 2008

No ka ʻŌpaʻa

Poʻoinoa: Sense of Place

Mākau: Social Studies

Lōʻihi: 7-8 periods

Papa: 9

- [ ] Kula Kamaliʻi
- [ ] Papa Mālaaʻo
- [ ] Papa M-2
- [ ] Kula Haʻahaʻa
- [ ] Kula Waena
- [x] Kula Kiʻekiʻe
- [ ] Kulanui
- [ ] Kanaka Makua
- [ ] Makalau: ( ) ( )

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Pahuhopu

This unit will develop a greater appreciation for oneʻs sense of place and respect for the Hawaiians (kanaka maoli) connection to the land and sense of belonging, both past and present.

Hopena Aʻo

Maʻiʻo & Mākau

1. Students are able to integrate traditional knowledge into modern situations.

2. Students are able to relate to the map of the island of Hawaiʻi in both traditional and modern ways.

3. Students will understand the importance of place to both the poʻe kahiko and ka poʻe Hawaiʻi today.

ʻŌlelo & Moʻomeheu

1. Students will know the concept of having a "sense of place", along with the value of "place" that Hawaiians (kanaka maoli) had for their one hānau (birth sands), their ʻili (small parcel of land), their moku (large district), their ahupuaʻa (area from the mountains to the sea), their mokupuni (island).

2. Students are able to understand and appreciate the importance of Hawaiian culture.

Lawena & Kuananoʻonoʻo

1. Students will have developed and nurtured their "sense of place".

Pāhana

1. Students will demonstrate theri understanding and knowledge of map skills, technology skills, and sharpen their oral presentation skills.

2. Students will be able to differentiate, parallel, and present an analysis between the traditional "Kamehameha map" and their newly designed "virtual tour" map.

Ala ʻIke NHMO

ʻIke Pikoʻu, ʻIke Honua, ʻIke Pilina a me ka ʻIke Mauli Lāhui

Ana Hoʻokele, Ana ʻIke Moʻomeheu

Guideline 6: Foster understanding that culture and tradition, as constantly evolving systems, are grounded in the knowledge of the past to address the present and future.

6.2: Learners are able to integrate traditional kowledge into modern situations

Guideline 7: Engage in Hawaiian language opportunities in increase language proficiency and effective communication skills in a variety of contexts and learning situations.

7.11: Learners are able to stregthen reading, writing, listening, and speaking skills using classical, traditional, contemporary, and emerging styles of communication.

Pahuhopu GLO

GLO#1-6 -Self-directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator, Effective and Ethical User of Technology

Ana Hoʻohālike, Ana ʻIke HCPS

Standard 1: HISTORY: Change, Continuity, Causality–Students employ chronology to understand change and/or continuity and cause and /or effect in history.

Benchmarks: SS.9MHH.1.1 Describe the multiple social political, and economic causes and effects of change in modern Hawaiʻi.

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.

Kupu Kukui

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Manaʻo Nui

Belonging: A Sense of Place

Manaʻo Hoʻokō

A knowledge and appreciation of past and present

Kumuhana Haʻawina

Characteristics of Place - Hawaiʻi Island

1. Historical and cultural significant sites

2. Geographic terms

3. Place names, ʻōlelo noʻeau/kaulana

Nīnau Koʻikoʻi

How do events of the past create a "sense of place: in a particular place, and how do we honor that place in our modern society?

Manaʻo Koʻikoʻi

1. Place and/or a "sense of place" is important to many cultures and is of particular importance to the Hawaiian culture.

2. The ʻohana and the community they live in is considered an integral component of the "sense of place."

3. A "sense of place" could be defined as the sense of belonging to, having a connectio n with, having a knowledge of, having one's ancestors born or buried at a particular place, or one's own piko (umbilical cord) buried at that place.

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Hoʻopuka

Hoʻokō Pahuhopu

1. The students will be able to describe their own sense of place.

2. The students will create a virtual tour of the island of Hawaiʻi that demonstates a personal connection to their sense of place.

Nīnau Hoʻokele

1. What is my sense of place?

2. How can I enhance my sense of place for the island of Hawaiʻi?

Hoʻolohe

Hoʻokō Pahuhopu

The students will be able to share some commonalities and differences between those of native and non-native descent.

Nīnau Hoʻokele

1. How can one distinuish between being someone from Hawaiʻi as opposed to being kanaka maoli (an authentic native Hawaiian)?

Hoʻohana

Hoʻokō Pahuhopu

1. The students will be able to make give examples of distinctions between those born in Hawaʻi and Hawaiians and how it may apply to them in respectful ways.

Nīnau Hoʻokele

1. Is it necessary to make the distinction between those born in Hawaiʻi and Hawaiians (kanaka maoli)?

Hoʻopili

Hoʻokō Pahuhopu

1. The students will be able to name the significance of "place" to Hawaiians.

2. The students will be able to define the characteristics of place important to Hawaiians.

Nīnau Hoʻokele

1. What is the significance of "place" to Hawaiians (kanaka maoli)?

2. What are the characteristics that define place to Hawaiians (kanaka maoli)?

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Hoʻopuka

approx.3.5 hours

In pair groups design an electronic map of your ideal island tour using multiple resources both electronic and hard copy:

1) Reference 2 important places that Kamehameha left his legacy and 2 other sites per district from your island found on the internet.

2) Design your map tour using clip art and other images.

Present electronic map projects of the "ideal island tour".
Upload the finished projects on the web for others to use.

Hoʻolohe

30 minutes

Share a picture and a personal story about one significant place in Hawaiʻi that connects personally to your sense of belonging and place.

Attachment: Example_Handout_1.doc.zip

Invite students to share a few stories about their favorite places. Discuss what disguishes the ways in which someone from Hawaiʻi as opposed to being Native Hawaiian (kanaka maoli) connects to place.

Hoʻohana

80 minutes

Practice pronounciation of place names, history of significant and cultural locations, map skills and geographic terms found on your island.

Learn about the values and sense of place as preserved in ʻōlelo noʻeau/kaulana on places found on your island. In small groups make a place name poster that describes one ʻōlelo noʻeau. Include a brief description of the place, the ʻōlelo noʻeau and elaborate on its relevant characteristics —historic, cultural or geographic. Present the poster.

Test
Attachment: Q3-Test.pdf

Hoʻopili

40 minutes

In small groups Venn diagram photographs past and present of places found on your island. Group share.

Attachments: Example_Handout_2.pdf, Example_Photo.jpeg

Lecture on:
1) Characteristics, distinctions and significance of place to Hawaiians (kanaka maoli) and those from Hawaiʻi.

2) Geography and history of significant island sites both past and present.

Lau Kukui

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Loiloi Puka : 4

Project rubrics and class reflection.

ʻAnuʻu Hoʻokō Pahuhopu

Loiloi Holomua : 4

Activity engaged in planning, researching and designing poster. Able to work with group members and completing tasks as decided on by group..

Loiloi Holomua : 1

Respectful listening and participation in discussion.

Loiloi Puka : 3

Test and mini-project rubrics for ʻōlelo noʻeau poster.

Loiloi Holomua : 2

Quality of participation in groups and group sharing.

Attentive listening, note taking, and questions.

Loiloi Holomua : 3

Grasps content, can identify examples of distictions between those born in Hawaiʻi and Native Hawaiians, correctly pronounces Hawaiian terms and place names, is acquring knowledge of map skills.

Participates and fulfills responsibility in completing group project. Able to pronounce ʻōlelo noʻeau/kaulana and demonstrates use of a variety of resources to research place name background.

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ʻŌlelo Noʻeau Poster (Hoʻohana)	Maikaʻi Loa	Maikaʻi	ʻAʻole Maikaʻi
Place name and ʻōlelo noʻeau	Two ʻōlelo noʻeau/kaulana carefully selected and indicated. Pays specific attention to the use of Hawaiian diacriticals in spelling of place names.	ʻŌlelo noʻeau/kaulana reflects the appropriate use of Hawaiian in the spelling of the place name and ʻōlelo noʻeau.	Place name has no accompanying ʻōlelo noʻeau/kaulana.
Characteristics of place	Information reflects multiple sources of information with generous descriptions that leave the reader well aquainted with the place.	Description of the historical significance, cultural location and or geographic term is provided.	Minimal information is provided about the characteristics of place. and relevance to history, culture or location.
Graphic design and creativity of poster art	The use of design, color and creativity of the poster attacts and excites the reader to look at the information poster. The poster is well thought out and prepared with ample detail about the place, ʻōlelo noʻeau/kaulana.	Poster art acurately and creatively illustrates the place name and ʻōlelo noʻeau/kaulana choosen. Poster is colorful, pleasant to look at and shows some depth of creative thinking applied.	Little attention paid to creating a poster that commuicates a message about the place name and ʻōlelo noʻeau/kaulana. More thought, care and creativity needs to be applied.

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	Exemplary (20)	Meets (15)	Needs Improvement (10)	Use of Hawaiian language
Electronic Hawaiʻi Island Tour (Hoʻopuka)	There is personal interest and special attention paid to the use and pronunciation of Hawaiian.	There is some interest and attempt made to use and pronounce Hawaiian correctly.	There is no personal interest and little or no use in the correct spelling or pronunciation of sites or place names.	
Icons on Kamehameha map	Careful thought and effort has been taken to ensure use of appropriate icons.	Some thought and effort has been taken to ensure an appropriate icon is represented.	Little or no thought and effort has been taken to ensure an appropriate icon is represented.	
Explore recommended sites	There is evidence of all recommended sites being visited.	There is evidence of half of the recommended sites being visited.	There is little or no evidence of use of recommended sites.	
Design Hawaiʻi island electronic map	Completed product represents my best work. Map is neatly composed with two or more sites represented in each district. Historical, cultural and/or geographic descriptions of characteristics included for all sites.	Completed product represents some effort. Map is neatly composed with two sites represented in each district. Key historical, cultural and/or geographical information provided.	Completed product represents work that is incomplete or shows little effort. Map does not contain required components or information about sites.	
Pair Share / Share with class	Completed product skillfully and confidently, shared with “pair share”; partner and class.	Completed product is shared with “pair share” partner and class.	Completed product is not shared with “pair share” partner or class.	
Total				

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Keʻala Lee Loy & Keiki Kawaiʻaeʻa

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Lā: April 2008

Hua Kukui

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