GIVING BACK TO THE ʻĀINA   LEARNING LOG 8

NAME_____   DATE_____

Group Project: Create a large color mural of an *ahupuaʻa* that shows:

➢   The main parts of an *ahupuaʻa*:
     1.   Mountains
     2.   Streams
     3.   *Loʻi kalo* and the *ʻauwai* system
     4.   *Loko iʻa*
     5.   Ocean

➢   Three sections of the *ahupuaʻa*:
     1.   *Uka (Mauka)*
     2.   *Kula*
     3.   *Kai (Makai)*

➢   People working and exchanging food, materials and products.

➢   Label all parts of the mural including short descriptions of Hawaiian practices affected the people and their *ahupuaʻa*.

➢   Be prepared to present your project to the rest of the class.

➢   Project due on: _____

GIVING BACK TO THE ʻĀINA   **LEARNING LOG 9**

NAME_____   DATE_____

UNIT ESSENTIAL QUESTION

**How do Hawaiian practices
nurture a healthy relationship to the ʻāina,
and how can we give back to the ʻāina today?**

1. Create your own model, mural, diorama or map that illustrates what you have learned about the geography of your *ahupuaʻa* and life in old Hawaiʻi.

2. Write your own newspaper with 4 amazing, informative and captivating articles:

   Two required *ahupuaʻa* articles
   - *Ahupuaʻa* Article: a feature article focused on the theme "From the Mountains to the Sea"
   - Botany Column: a non-fiction/research article about a native or Polynesian-introduced plant of your choice

   Two free choice articles (choose your own topic from the following and be sure you answer the unit essential question above):
   - Service Learning: a personal narrative reflecting on public service
   - *Loʻi Kalo*: Past, Present and Future: an informative piece demonstrating what you have learned about growing taro in Hawaiʻi
   - *Loko Iʻa*: Fishponds of old Hawaiʻi: an informative piece demonstrating what you have learned about fishponds in Hawaiʻi
   - The Case of the Strongest Cord: an informative piece about cordage made from natural materials in Hawaiʻi and/or a personal narrative reflecting what you experienced doing science investigations and making cordage
   - People and the Land: an informative piece about society in old Hawaiʻi
   - A Day in the Life of Old Hawaiʻi: realistic fiction piece including character, setting and plot set in a believable old Hawaiʻi

3. Format your newspaper (see the illustration on the following page).
   - Your 4 articles and any artwork must fit on 1 page 11" x 17".
   - The font size for column text should be 12-point.

- Include one photo or illustration with your *Ahupuaʻa* Feature Article.
- Include an illustration of the plant featured in your Botany Column.
- Make sure that there is an appropriate balance between the text, white space, and graphics. (Look at a regular newspaper for a guideline!)
- The length of your articles is less important than strong writing traits. Make sure you've written enough in each of your writing pieces to fully develop your content and ideas.

--Newspaper Title----

Article 1	Article 2
Article 3	Article 4

4. Give yourself a score on a scale of 1 to 4 using the rubric provided.

My score for science: _____

My score for social studies: _____

My score for language arts: _____

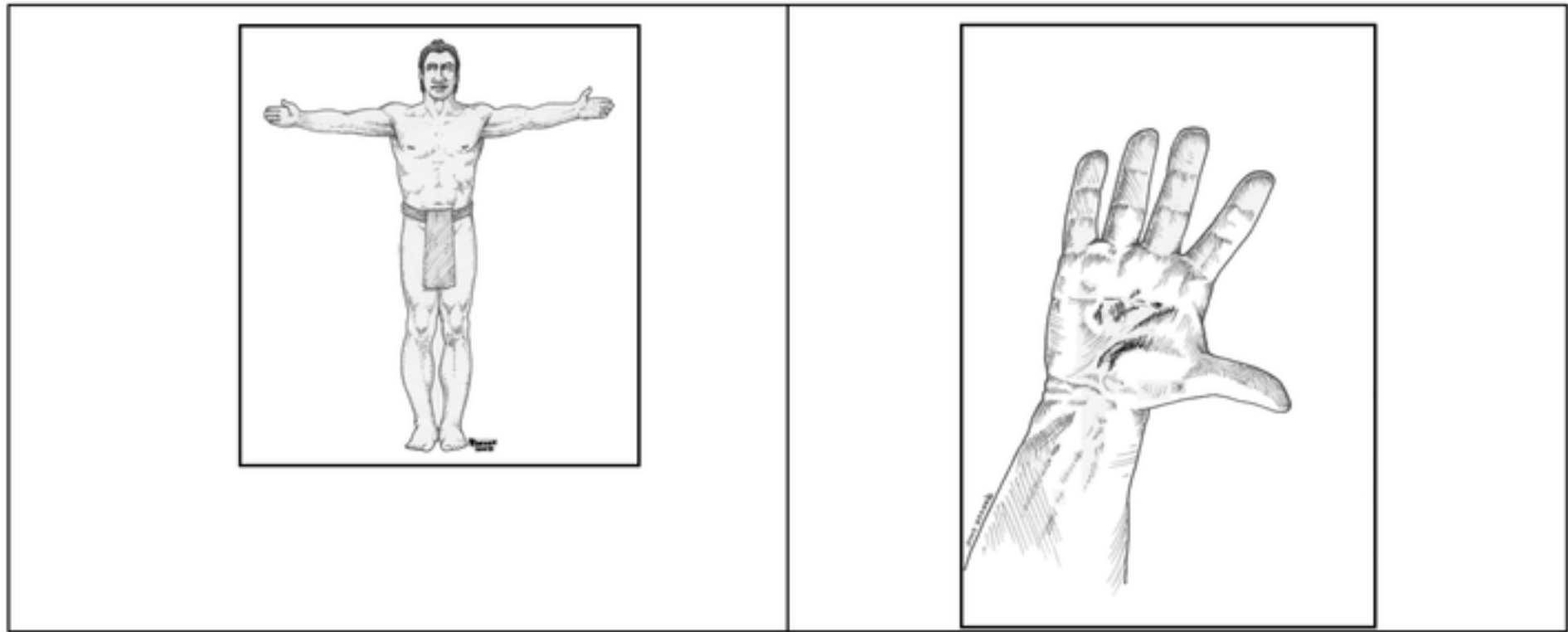## GIVING BACK TO THE ʻĀINA   STUDENT READING

NAME_____   DATE_____

Measuring Length and Distance

A long time ago, people did not have rulers, meter sticks or tape measures. So they used parts of their bodies to measure things. Measurement is important when building houses, canoes irrigation systems or clothing. Measurement is also important in fair trading. Can you think of some reasons why? For example, what standards did people use to trade things like cordage, *kalo* and fish?

Converting Measurement from Early Hawaiian System to U.S. Units

Hawaiian Units	U.S. Units
poho A measure of half the span of *kīkoʻo*	1 inch (approximately)
kīkoʻo From the end of the thumb to the end of the index finger	2 inches (approximately)
piʻa A measure of one hand's distance	6 inches (approximately)
haʻilima Distance from the elbow to the middle finger	18 inches (approximately)
iwilei Distance from the collarbone to the tip of the middle finger with the arm extended	36 inches (approximately) (3 feet = 1 yard)
anana Distance from the tip of both middle fingers with the arms extended	72 inches (approximately) (6 feet = 2 yards)

anana

piʻa