



GIVING BACK TO THE 'ĀINA

Culminating Activity

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

HAWAII DOE STANDARD BENCHMARKS

Science 2: The Scientific Process: NATURE OF SCIENCE

- **SC.4.2.1** Describe how the use of technology has influenced the economy, demography, and environment of Hawai'i.

Social Studies 7: Geography: WORLD IN SPATIAL TERMS

- **SS.4.7.2** Collect, organize, and analyze data to interpret and construct geographic representations.
- **SS.4.7.3** Analyze the consequences of human modification of the physical environment in Hawai'i using geographic representations (including *loko i'a* and *lo'i kalo*).

Language Arts 5: Writing: RHETORIC

- **LA.4.5.1** Use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience.
- **LA.4.6.2** Give short, informal presentations to perform or persuade.

General Learner Outcomes

GLO 2: Community Contributor

- Cooperate with and help and encourage others in group situations.

GLO 5: Effective Communicator

- Communicate effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information.

Nā Honua Mauli Ola

- **NHMO 14-10** Preserve, protect, and sustain a healthy environment.

KEY CONCEPTS

- Hawaiian practices, such as offering *oli* and taking from nature only what is needed, and using what is taken, reflect a close relationship to the 'āina.
- Models provide a geographic representation to help us analyze how people used and cared for resources within their *ahupua'a*.

ACTIVITY AT A GLANCE

Students participate in a field trip to a *lo'i kalo* (taro patch) and a *loko i'a* (fishpond) where they take part in service learning projects to give back to the 'āina, and gather information to use in preparing their *ahupua'a* unit projects and final papers.

ASSESSMENT

Students:

- Work cooperatively to create a mural that:



- Illustrates and describes how the use of technology influenced people, land and the economy in the *ahupua'a* system of old Hawai'i.
- Describes a typical day in the economic life of a Hawaiian in the *ahupua'a* system
- Present their mural to their classmates.
- Individually create a model, diorama, mural or map that demonstrates their understanding of the geography of the *ahupua'a* and life in old Hawai'i.
- Individually complete a "newspaper" that includes four articles and addresses the unit essential question and reflects on how people can care for the 'āina today.

TIME

4 - 6 class periods, plus two field trips

SKILLS

collaborating, constructing, interpreting, reporting, speaking, writing

MATERIALS

Provided:

- ✓ rubrics for culminating project (Provided in Unit Introduction)
- ✓ group project instructions
- ✓ Learning Logs 8 and 9
- ✓ student reading (optional to be used with Extensions/Adaptation)

Needed:

- ✓ An assortment of materials for students to use in making large-scale models, dioramas, murals or maps (poster board, butcher paper, boxes, markers/paints, scissors, cloth scraps and such.)
- ✓ name tags for students

Student Checklist for Field Trip:

- ✓ hat
- ✓ sunscreen
- ✓ tabi or old shoes
- ✓ old clothes
- ✓ bottled water in backpack

ADVANCE PREPARATION

- Assemble materials for students to use in producing their final projects.
- Copy the group project instructions for each group of students.
- Copy the Learning Log sheets for each student.
- Copy the rubrics for culminating projects provided in the Unit Introduction for each student (optional: make one transparency to use for group discussion).
- Visit the *Aloha 'Āina* link on Pacific American Foundation (PAF) Web site www.thepaf.org for information on setting up the field trips to the *lo'i* and *loko i'a*. The field trip to the fishpond is to Waikalua Loko in Kāne'ohe. Details about the field trips will be sent to you after registering using the contact information on the PAF Web site.
- Organize your class into four teams and give each student a name tag that includes the team number.
- Copy one or more of the *oli* (chants) that you would like students to learn before going on the field trip. (See the Appendices for written copies of chants and the unit CD for audio versions of the chants.)
- Refer to the Field Sites Appendix for more information and suggestions for a successful field trip.



TEACHING SUGGESTIONS

BEFORE THE FIELD TRIP

1. **Revisit the unit essential question. Distribute Learning Logs 8 and 9. Discuss the individual project and the “newspaper” students are to write to address this question.**
 - Distribute the rubric and review the criteria that will be used to evaluate the student newspapers.
 - Discuss the descriptors for the 1-4 scale. (Optional: project the rubric using an overhead projector.)

2. **Discuss the *ahupua'a* mural group project that students will be presenting to other students.**
 - Divide the class into *'ohana* groups of 3-5 students per group.
 - Distribute the group project instructions and review them.
 - Set a date for the presentations and have students invite parents and *kūpuna*, if desired.
 - Show students the sample rubric and discuss criteria for evaluating their presentation.

3. **Encourage teams to think about information and images they want to collect for their projects and presentations during their field trips to the *lo'i kalo* (taro fields) and *loko i'a* (fishpond).**

4. **Discuss community service that students could do to give back to the *'āina* when they visit the fishpond and the *lo'i*.**

Sample service projects:

 - Help to maintain and/or rebuild the fishpond walls.
 - Pick up rubbish that could enter the ocean and harm marine life.
 - Pull alien mangrove that is invading the fishpond.
 - Help to plant, weed, or harvest *kalo* from the *lo'i*.
 - Help control invasive apple snails in the *lo'i*.
 - Let students know that a part of each field trip will be devoted to service and discuss why it is important to give back to the communities where we live.

5. **Prepare protocol for the field trip. Discuss safety, appropriate behavior and what to wear and bring.**
 - Ask a *kupuna* to help teach your students an *oli* (chant) to present when they go on their field trip. See the chants provided on the CD that accompanies this unit and the written versions provided in the Appendices.
 - Discuss the meaning of the chant and why it is part of the protocol for visiting the site.



- Review appropriate clothing to wear for the field trip – clothes that you don't mind getting dirty such as old shorts and t-shirt, shoes, socks, and hat; and what to bring: backpack with drinking water and snack, sunscreen, insect repellent.

DURING THE FIELD TRIP

Following is a general outline for the field trip to Waikalua Loko fishpond. Field trip details for *lo'i* sites will be provided by the sites; see the PAF Web site for additional information.

Waikalua Loko

- The group will have an orientation to the fishpond and then participate in four learning stations:
 - Station 1...Kāne'ohe *ahupua'a* - Keahiakahoe *mo'olelo* and building *ahupua'a* models
 - Station 2...*Kūkini* – the famous Hawaiian runners who would deliver fish
 - Station 3...Life in the pond
 - Station 4...Workings of a pond
 - Station 5... *Mālama 'Āina*
- The general schedule for the day is:
 - 9:00 Arrival and greeting
 - 9:15 Overview of the fishpond
 - 9:30 Learning stations – rotate every 20-30 minutes.
 - 11:45 Board bus
 - 12:00 Have lunch on site or make arrangements to use Ho'omāluhia Park
 - 12:30 Return to school

AFTER THE FIELD TRIP

6. **Discuss what students learned on the field trips. Review the Kāne'ohe *ahupua'a* map and the role of fishponds and agriculture in society.**
 - Ask students to share their reflections from the field site visits.
 - Refer students to their *ahupua'a* maps to review the physical features of the *ahupua'a*.
 - Reinforce the role that the *lo'i* system and Hawaiian fishponds played in the lives of people living here by referring students to their *lo'i* and *loko i'a* models.
 - Emphasize the interdependence between people, land and the ocean, and make comparisons between the economy of old Hawai'i and the economy today.
7. **Allow time for 'ohana groups to work on their large-scale mural of the *ahupua'a*.**
 - Challenge students to create a replica of the *ahupua'a* of Kāne'ohe, using a variety of craft materials, paints and/or objects from nature.
 - Remind students of your expectations for cooperative group work and classroom clean-up.



8. Repeat the deadline for submitting their individual model, mural, diorama or map, final newspaper, and oral presentation.

- Allow students to complete their individual projects either in class or for homework. (Be aware that if you assign the projects for homework some students may receive assistance from parents that will skew your assessment of the student gains.)

9. Complete the K-W-L chart that was established in Lesson 1.

- Ask students to record on the chart what they learned about *ahupua'a* and early life in Hawai'i.
- Celebrate the students' accomplishments!

ADAPTATION / EXTENSION

Math 4: Measurement: For an extra challenge, introduce scale and the Hawaiian system of measurement. Plot features in the Kāne'ohe *ahupua'a* on a large-scale representation outside in the field.

- Have students read the Measuring Length and Distance student reading. Discuss the importance of measurement and its relationship to technology.
- On the school field: Outline to scale the Kāne'ohe *ahupua'a*, using natural materials or safety cones. Orient students to the four cardinal points (north, south, east, and west) and indicate the boundaries of the *ahupua'a*.
- Establish the scale that is being used for the map on the field. (For example, how many kilometers or miles are represented by measures such as *poho*, *kīko'o* or *pi'a*. The measure you use will depend on the scale of your map.)
- Have *'ohana* groups plot fishponds, *lo'i* and other physical features in the *ahupua'a* according to the scale.