

Overarching Essential Questions:

- How can we learn from different cultures to promote a sustainable honua?
- How can the wa'a or voyage be a catalyst to sustainable living?

Lesson Essential Questions

- Why was the Treaty of Waitangi necessary?
- Who wrote the Treaty?
- What contact was there between Māori and Pākehā before 1840?
- How can we utilize various sources about Waitangi Treaty to foster inquiry and seek knowledge?

WEO Framework (click to view [WEO handout](#))

- E ho'ōki i ka ho'ina wale o hō'ino 'ia mai ke kumu. One should never go home without some knowledge lest his teacher be criticized. Embrace the collective experience in Hawai'i and the Pacific as a foundation for relating to the diversity of the world.
- Nānā i ke kumu. Look to the source. Utilize various sources (i.e. kupuna, kumu, loea, mo'olelo, wahi pana, mo'omeheu) to foster inquiry and seek knowledge.

Transfer Goals and Benchmarks ([KES Language Arts and Specials](#) OR [CCSS SMP](#), [Gr 5 Writing Rubric](#), [Gr 5 Reading Rubric](#), [Hula Benchmarks](#))

Reading Transfer Goal: **Critical Response:** *Express opinions, analyze, question, evaluate, and look at multiple perspectives.*

Grade 5 Benchmarks:

- *State a clear opinion supporting a point of view with relevant reasons and information.*
- *Accurately present evidence from multiple sources and perspectives*
- *Support with reasons and evidence based on personal experience and/or background knowledge*

Content <i>Students will know and understand...</i>	Assessment <i>Students will be able to...</i>
<ul style="list-style-type: none"> • reasons for signing the Treaty • authority that the Treaty provided • the issue of land use and ownership • trade and settlement benefits • the covenant between the Māori people and the Queen of England 	<ul style="list-style-type: none"> • State the reasons for signing the Treaty. • Articulate the authority that the Treaty provided • List the trade and settlement benefits • Write a paragraph explaining the covenant between the Maori people and the Queen of England

Lesson Plan (includes strands of Hawaiian Indigenous Education Rubric: Language, 'Ohana and Community, Culture/Place Based Content, Context, Assessment and Accountability)

1. 15 minutes - PowerPoint - Overview of Treaty ; Watch a 3 min. clip of the "Treaty Of Waitangi"
2. 10 minutes - Track reading of article discussing reasons for signing Treaty (read together orally)

Discuss new vocabulary ; Review Treaty ,Colonialism , Imperialism , Pākehā , Māori)

3. 10 minutes - Graphic organizer (main idea, interesting details, my thinking) haumana will need to finish their mana`o for homework .
4. 5 minutes - Timeline - What were the similarities in Aotearoa and Hawai`i at the time of the signing of the Treaty (see classroom timeline - “An American Revolution Bicentennial Project” - published by Hawai`i Bicentennial Commission- J Patrick O’ Connell 1976) Share Papa Wailani’s Timelines of important dates-(which were student created using the “ Treaty of Waitangi Timeline” from “ The Story Of A Treaty” By, Claudia Orange)
5. 5 minutes- Questions and discussion- “Treaty Principles” -The three broad principles suggested by the 1988 Royal Commission on Social Policy: partnership, protection, and Participation. For background knowledge read : Issue 16 January 2012 “The New Zealand Curriculum Update”

Overarching Essential Questions:

- *How can we learn from different cultures to promote a sustainable honua?*
- *How can the wa‘a or voyage be a catalyst to sustainable living?*

Lesson Essential Question

How can indigenous people sustain and unify their cultures as a collective foundation for relating to the diversity and changes of the world?

WEO Framework (click to view [WEO handout](#))

- **E ho‘ōki i ka ho‘ina wale o hō‘ino ‘ia mai ke kumu.** One should never go home without some knowledge lest his teacher be criticized. Embrace the collective experience in Hawai‘i and the Pacific as a foundation for relating to the diversity of the world.
- **Ka ‘ike a ka makua he hei na ke keiki.** The knowledge of the parent is (unconsciously) absorbed by the child. Nurture and value my identity as a source of understanding, purpose, meaning, and connection to others.

Transfer Goals and Benchmarks ([KES Language Arts and Specials](#) OR [CCSS SMP](#), [Gr 5 Writing Rubric](#), [Gr 5 Reading Rubric](#), [Hula benchmarks](#))

HCPS III: Strand: Historical Understanding

Standard 2: Historical Understanding: *Inquiry, Empathy, and Perspective - Use tools and the methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms*

Benchmark SS.5.2.1 *Analyze how beliefs and education and/or the society in which a person resides shape his/her own “point of view”*

HCPS III: Strand: 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*

Benchmark SS.5.6.1 *Compare the views of Indigenous people and Europeans regarding the relationship between humans and the land*

Reading Transfer Goal: *Critical Response: Express opinions, analyze, question, evaluate, and look at multiple perspectives.*

Grade 5 Benchmarks:

- *State a clear opinion supporting a point of view with relevant reasons and information.*
- *Accurately present evidence from multiple sources and perspectives*
- *Support with reasons and evidence based on personal experience and/or background knowledge*

Content <i>Students will know and understand...</i>	Assessment <i>Students will be able to...</i>
<ol style="list-style-type: none"> 1. The threats to indigenous cultures due to accelerated globalization (other threats ex. <i>McDonaldisation, libricide, etc.</i>) 2. The significance of sustaining ones culture in the midst of globalization. 	<ol style="list-style-type: none"> 1. Identify positive and negative effects of globalization on indigenous people. 2. Collaboratively review examples of sustaining indigenous cultures 3. Critically respond to the essential question; How can indigenous people sustain and unify their cultures as a collective foundation for relating to the diversity and change of the world?

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3. The various ways indigenous cultures can have control over knowledge, control over the past, present and future
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Lesson Plan (includes strands of Hawaiian Indigenous Education Rubric: Language, 'Ohana and Community, Culture/Place Based Content, Context, Assessment and Accountability)

Introduction – 5 minutes

- Distribute Notes/Thinking Chart and 3-Column Organizational Chart
- Google Presentation
- Have students read and analyze title of lesson and essential question. Have students turn and talk - share with someone near you. Ask the class to briefly share their mana`o, their understanding about:
 - Culture: values, beliefs, customs, arts, etc. of a group of people, in a particular place, during a particular period of time
 - Globalization: people, ideas, knowledge, and goods move more easily around the globe
 - Vocabulary: diversity, midst of, accelerated

Development – 20 minutes

- Teacher poses question, “What is culture?” “What is globalization?” “What are some causes of globalization?” Continue with Google Presentation.
- Discuss *McDonaldisation*. Main idea.
- Show video clip of “December 7th, 1941 - Bombing of Pearl Harbor”. What were some effects of the bombing? (on people, land, culture, etc.)
- Discuss *libricide*. Read The Librarian of Basra by Jeanette Winter. Share list of events throughout history of *libricide*. What are some effects of *libricide*? (on people, land, culture, etc.)
- Show video of Master Carver of Tepuia James Rickard sharing the history (essence) of the importance of carving:
 - What were key points/ideas shared by James Rickard?
 - Compare/Contrast internet (Google), social media, weaving and carving
 - Importance of carvers, weavers, etc.

Collaboration – 10 minutes

- Compare/Contrast ways (modes) in which Maori and Kanaka Maoli sustain their culture (Refer to Notes/Thinking Chart, 3-Column Organizational Chart):
 - Powhiri
 - Mele/Waiata
 - Hula/Haka
 - Weaving/Carving
 - Mo`olelo

Closing – 10 minutes

- Power Point of trip. Question/Answer session
- Reflect on following questions to answer exit pass (hard copy); further inquiry:
 - Why is it important to understand globalization both its negative and positive effects on indigenous people?
 - How can knowing various ways of sustaining one’s culture from different indigenous people around the world help to empower Indigenous communities and increased sustainability?
 - Name an indigenous culture that you would like to research (further inquiry) and find out about its ways of sustaining its culture.
- Ask students to review notes and reflect on today’s lesson. Ask students to use their own background knowledge and the mana`o presented in this lesson to respond to the lesson essential question; How can indigenous people sustain and unify their culture as a collective foundation for relating to the diversity and changes of the world?
- Review the following highlights from Grade 5 Reading rubric. Remind students that Critical Responses:
 - *State a clear opinion supporting a point of view with relevant reasons and information.*
 - *Present evidence from multiple sources and perspectives accurately.*
 - *Support reasons and evidence with personal experience and/or background knowledge*
- Encourage students to reflect critically and think deep; post their responses to electronic exit pass.

- When the time is complete remind students that today's lesson was an important issue that they need to embrace in order to sustain and preserve their culture well into the future. How do they maintain the genealogical ties and historical knowledge 200 years from now to the knowledge 1000 years ago? What is their role in this process as an indigenous person? These are important questions that will be revisited throughout the fifth grade play inquiry process and their educational experience at Kamehameha. They need to be agents for social change. Think globally and act locally.

Overarching Essential Questions:

- How can we learn from different cultures to promote a sustainable honua?
- How can the wa‘a or voyage be a catalyst to sustainable living?

Lesson Essential Question

How are Hōkūle‘a and Hikianalia utilizing Hawaiian practices and perspectives to enhance the well-being of Kānaka Maoli, Māori, and the world?

WEO Framework (click to view [WEO handout](#))

Mōhala i ka wai ka maka o ka pua. *Unfolded by the water are the faces of the flower.*

Promote and utilize Hawaiian perspectives and practices to enhance my well-being and the well-being of my `ohana, kaiaulu, lahui, and world.

Transfer Goals and Benchmarks ([KES Language Arts and Specials](#) OR [CCSS SMP, Gr 5 Writing Rubric](#), [Gr 5 Reading Rubric](#), [Hula benchmarks](#))

HCPS III: Strand: Historical Understanding

Standard 1: Historical Understanding: Change, Continuity, and Causality-Understand change and/or continuity and cause and/or effect in history

Benchmark SS.5.1.1 Use chronological order to explain casual relationships between and among people and events

Content <i>Students will know and understand...</i>	Assessment <i>Students will be able to...</i>
<ul style="list-style-type: none"> • Haumāna will be exposed to various resources to learn about the pilina (relationship) between Māori and the Polynesian Voyaging Society (1985 and 2014 Voyage) and the history of Ngāti Ruawāhia (sixth tribe of Tai Tokerau). They will create and analyze a timeline to look at cause and effect relationships in history. 	<ul style="list-style-type: none"> • Students will track their thinking to analyze cause and effect relationships on a timeline • Students will complete a reflective response (exit pass) to answer the question, “How are Hōkūle‘a and Hikianalia utilizing Hawaiian practices and perspectives to enhance the well-being of Kānaka Maoli, Māori, and the world?”

Lesson Plan (includes strands of Hawaiian Indigenous Education Rubric: Language, `Ohana and Community, Culture/Place Based Content, Context, Assessment and Accountability)

Introduction: 5 minutes

- Set-up keynote presentation and various materials prior to the beginning of the lesson.
- Show enlarged pictures of Mauipāmamao (poupou), Ruawāhia (patu), and Tāne (kauri wood) to instill interest in haumāna. Ask them to make some inferences:
 - “What do you think these objects are?”
 - “What do they represent?”
 - “Can you make any connections to any of our Hawaiian cultural objects?”.
 - Turn and talk/share.

Development – 30 minutes

- Teacher will pass out timeline for students to track thinking as Powerpoint is shared <https://docs.google.com/a/ksbe.edu/presentation/d/1UBLlqapgfOliEnzjeT0KRV7QENZqk1GjW9IQV4bA7io/edit#>
- Teacher will reference Powerpoint to share and highlight events of Hōkūle‘a’s first arrival to Aotearoa in 1985 (“*Recollections of the Voyage of Rediscovery: 1985-1987*” by Nainoa Thompson); excerpts taken from http://pvs.kcc.hawaii.edu/holokai/1985_1987/nainoa.html)
 - Background of Voyage of Rediscovery
 - 1976 Voyage (First Voyage to Tahiti, Papa Mau Piailug)
 - 1978 Voyage (Eddie Aikau, Nainoa Thompson)
 - 1980 Voyage (Nainoa find Mau; Nainoa becomes first Hawaiian to navigate to Tahiti in over 500 years in the old traditional ways)
 - Planning stages (received invitations from a lot of people in South Pacific who wanted Hōkūle‘a to visit them--- idea for Voyage of Rediscovery to sail the migratory routes our ancestors took to colonize Polynesia)
 - Nainoa’s trip to Aotearoa/Connection with Hector Busby
 - 1985 Voyage sailing from Rarotonga for Aotearoa/Connections to Kupe Mo`olelo
 - Sir James Henare and Hector Busby--Ngāti Ruawahia
 - Share excerpts from *Ka Ho`ina o Ngāti Ruawāhia i Waitangi (The Return of Hōkūle‘a Tribe to Waitangi)* written by Randie Kamuela Fong
 - 1990 Kamehameha School and PVS gift 9 foot kahili to Te Tii Marae for the 150th Waitangi Day Celebration
 - 1992 Māuiipāmamao (Kamehameha School and PVS)
 - 2014 arrival in Waitangi (ceremonies, special honors, Kupe Waka Center)
 - Students will turn and talk about “cause and effect” relationships they see in timeline
 - Pick a few students to share out with class
 - Students will turn and talk about “big ideas” and “lessons” we learn from Nainoa’s story
 - Pick a few students to share out with class

Closing – 10 minutes

- Share song, Ngāti Ruawahia written by Randie Kamuela Fong and Hector Busby. Ask students to think about the the meaning of the song and how it relates to the pilina between Māori and Kānaka Maoli
- Ask students to find a comfortable place in the classroom to reflect on today’s lesson to answer the essential question: How are Hōkūle‘a and Hikianalia utilizing Hawaiian practices and perspectives to enhance the well-being of Kānaka Maoli, Māori, and the world?
- Review the following highlights from Grade 5 Reading rubric. Remind students that Reflective Responses:
 - *Makes personal connections to the text (text to self, text to text, text to world, etc.).*
 - *Identifies and supports big ideas in the text with accurate, supportive evidence*
 - *Supports thinking beyond the text with specific evidence based on personal experience or background knowledge*
- Give students 10 minutes to post their responses to the Google Doc (Voyaging Throughout the Classroom pg.1 and pg. 2)
- When the time is complete remind students that today’s lesson was an introduction to the history and pilina between Polynesian Voyaging Society, Kamehameha Schools, and Māori. We also looked at causal relationships between and among people and events through a timeline. These are important concepts that will be revisited throughout the fifth grade play inquiry process and their educational experience at Kamehameha.

Overarching Essential Questions:

- How can we learn from different cultures to promote a sustainable honua?
- How can the wa 'a or voyage be a catalyst to sustainable living?

Lesson Essential Question:

How can we utilize the 5 themes of geography, Google Hangouts, and our personal research to foster inquiry and seek knowledge about Aotearoa?

WEO Framework (click to view [WEO handout](#))

Nana i ke kumu- Look to the source. Utilize various sources (i.e. kupuna, kumu, loea, mo'olelo, wahi pana, mo'omeheu) to foster inquiry and seek knowledge

Transfer Goals and Benchmarks ([KES Language Arts and Specials](#) OR [CCSS SMP](#), [Gr 5 Writing Rubric](#), [Gr 5 Reading Rubric](#), [Hula benchmarks](#))

Grade 5 Writing Rubric

- Meaning
 - Develops or stays on a topic or message
 - Supports the message or topic with relevant details throughout the piece
- Voice
 - Uses precise, interesting and varied word choices that create images for the reader
 - Uses colorful language to enhance meaning

Grade 5 Reading Rubric

- Reflective Response
 - Makes personal connections to the text
 - Identifies and supports “big ideas” in the text with accurate supportive evidence
 - Supports thinking beyond the text with specific evidence based on personal experience or background knowledge

Content <i>Students will know and understand...</i>	Assessment <i>Students will be able to...</i>
<ul style="list-style-type: none"> ● Background information about Aotearoa in relation to the 5 themes of geography ● How to utilize various primary sources 	<ul style="list-style-type: none"> ● Create a travel brochure that showcases information they have gathered through research, google hangouts, social media, and a presentation through the 5 themes of geography

Lesson Plan (includes strands of Hawaiian Indigenous Education Rubric: Language, 'Ohana and Community, Culture/Place Based Content, Context, Assessment and Accountability)

Introduction: (5 min)

-Teacher shares purpose and layout of the powerpoint presentation: To give the haumana background information about Aotearoa, the country where their teachers are traveling to. Powerpoint will be presented through the 5 themes of geography.

- Students to take notes during powerpoint
- Organize notes into main ideas/ topics

Presentation (25 min):

-Teachers co-share powerpoint and add more information orally

- Main points of powerpoint to include
 - Oceanina and Pacific Ocean background
 - Location- Absolute and Relative of Aotearoa
 - Physical Characteristics- North & South Island, Climate
 - Human- Environment Interaction- Natural resources, wildlife
 - Movement- Waka: Migration, transportation, types
 - Cultural Components- Legends, Marae, Haka
- Teachers will pose questions throughout for an interactive presentation
 - *What do you already know about this place? What is your prior background knowledge?*
 - *Can you make connections between Aotearoa and Hawaii? Where have you heard this mo'olelo before? What are the similarities and differences? What inference might we make if we share similar stories and language?*
 - *Connections to popular culture (Haka performed by the All Blacks/ Movies filmed in New Zealand the students are familiar with)*
- Students ask questions for further understanding

Closing (10min):

-Teacher explains assessment: To create a travel brochure about Aotearoa to be created on the computer application Pages.

- Students will refer to the powerpoint and assessment instructions shared through a folder on googledocs
 - Folder includes access to the powerpoint presentation, links to exemplar travel brochures, step-by-step instructions to completing the assignment correctly
- Students will have two weeks to create the brochure using independent work time
- Students are expected to add to brochure using the information shared through google hangouts, social media, and personal research.

Continuation (4 Google Hangouts, Daily Social Media Updates)

-Throughout the Aotearoa trip, teachers will host google hangouts and expose the students to social media posts through Facebook to continue background knowledge

- Google Hangouts are student driven
 - Students will prepare questions for the teachers prior to the hangout based on observation and wonderings from Social Media Posts
 - Each google hangout will build off of the information shared from previous hangouts
- Social Media Posts are an avenue for open and instantaneous communication
 - Pictures and videos provide a visual representation of explanations to enhance student understanding
 - Allows for 'ohana and community members to participate in this learning journey beyond the walls of our classroom



Overarching Essential Questions:

- How can we learn from different cultures to promote a sustainable honua?
- How can the wa‘a or voyage be a catalyst to sustainable living?

Lesson Essential Questions

How does understanding Pacific languages and participating in cultural protocol nurture and value my identity as a Hawaiian?

WEO Framework (click to view [WEO handout](#))

E ho`ōki i ka ho`ina wale o hō`ino `ia mai ke kumu - One should never go home without some knowledge lest his teacher be criticized.

- Embrace the collective experience in Hawai`i and the Pacific as a foundation for relating to the diversity of the world.

Ka `ike a ka makua he hei na ke keiki - The knowledge of the parent is (unconsciously) absorbed by the child.

- Nurture and value my identity as a source of understanding, purpose, meaning, and connection to others.

He Hawai`i Au Mau A Mau - I am a Hawaiian now and forever

- Embrace my identity as a Hawaiian

Transfer Goals and Benchmarks ([KES Language Arts and Specials](#) OR [CCSS SMP](#), [Gr 5 Writing Rubric](#), [Gr 5 Reading Rubric](#), [Hula Benchmarks](#))

Reading Transfer Goal: **Critical Response:** *Express opinions, analyze, question, evaluate, and look at multiple perspectives.*

Grade 5 Benchmarks:

- State a clear opinion supporting a point of view with relevant reasons and information.
- Accurately present evidence from multiple sources and perspectives
- Support with reasons and evidence based on personal experience and/or background knowledge

HCPS III: Strand: Historical Understanding

Standard 1: Historical Understanding: Change, Continuity, and Causality-Understand change and/or continuity and cause and/or effect in history

Content <i>Students will know and understand...</i>	Assessment <i>Students will be able to...</i>
<ul style="list-style-type: none"> ● the importance of recognizing and using native or heritage language ● learning can be meaningful and relevant when culturally grounded ● being culturally responsible is a kuleana for everyone 	<ul style="list-style-type: none"> ● identify and make connections between `ōlelo Hawai`i and kōrero māori ● understand the basic elements of western, scientific inquiry (anthropology & archaeology) when studying the people of Oceania ● understand the importance of haumāna participation in cultural learning

Lesson Plan (includes strands of Hawaiian Indigenous Education Rubric: Language, `Ohana and Community, Culture/Place Based Content, Context, Assessment and Accountability)

1. **INTRODUCTION** - 5 minutes
 - Pass out [student activity sheet](#).
 - Pose question: Through our Google Hangouts and lessons so far, what do you know about the Māori language? Did you hear anything about our school visits?
 - Turn and talk - share with someone near you. Ask the class to briefly share their choices.
2. **DEVELOPMENT** - 20 minutes
 - [Google Presentation](#)
 - Ocean Connections - Kai Ākea (The Wide Expanse of the Sea) & Kau Moana (People of the Ocean Deep)
 - *Essential Question: How does understanding Pacific languages and participating in cultural protocol nurture and value my identity as a Hawaiian?*
 - Migration Insight - Asian & S.E. Asian focus, Thor Heyerdahl South American theory
 - Knowing the Past - Helpful Tools for Anthropology & Archaeology
Excavation, Lab Techniques, Comparing Artifacts, Oral Traditions (Māui example) & Linguistics
 - `Ōlelo Hawai`i & Te Reo Māori Connections
Numbers, Body Parts, Basic Words, Simple Phrases - Finding the similarities between the two languages
 - School Visits (video) - Pūkana, what is that? What are your observations? Opinions of the Māori students' intensity/delivery? A short, verbal description of each school/video. How can WE do better with our protocol?
 - Pūkana Game (video) - Explain the basic rules and watch the video for clarification.
3. **COLLABORATION** - 5 minutes
 - Writing Activity: Complete activity sheet (can be worked on while viewing Google Presentation, take home to be completed if not finished)
4. **CLOSING:** 15 minutes
 - Hands-on Activity: Play the Pūkana Game

Snowbird Bento

Kuleana: The Continuation of a Cultural Practice

30 minutes x 2 classes

Overarching Essential Questions:

- How can we learn from different cultures to promote a sustainable honua?
- How can the wa‘a or voyage be a catalyst to sustainable living?

Lesson Essential Question

How do we show our understanding of the Hawaiian value KULEANA through interaction with other Polynesian cultures?

WEO Framework (click to view [WEO handout](#))

Mōhala i ka wai ka maka o ka pua. Unfolded by the water are the faces of the flower.

- Promote and utilize Hawaiian perspectives and practices to enhance my well-being and the well-being of my ‘ohana, kaiaulu, lahui and world.

Transfer Goals and Benchmarks ([KES Language Arts and Specials](#) OR [CCSS SMP](#), [Gr 5 Writing Rubric](#), [Gr 5 Reading Rubric](#), [Hula benchmarks](#))

K2K Tri-campus ‘Ōlelo Hawai‘i Transfer Goal:

Students will be able to independently use their learning to:

Develop, understand and utilize foundational Hawaiian language skills in order to communicate and strengthen the connection to their Hawaiian identity.

(K2K Specialists Retreat – KSH 1.27.14)

[Link to ‘Ōlelo Hawai‘i Rubric](#)

Content <i>Students will know and understand...</i>	Assessment <i>Students will be able to...</i>
<ol style="list-style-type: none"> 1. The multiple definitions of kuleana. 2. Compare and contrast kuleana in the four major island groups of the Polynesian Triangle, i.e. Hawai‘i, Aotearoa, Rapa Nui and Tahiti. 3. Recognize ways that they are ambassadors of their culture(s). 	<ol style="list-style-type: none"> 1. Identify the “characteristics” of kuleana. 2. Utilize background knowledge and various resources integrated with technology. 3. Critically respond to the essential question through a variety of assessments; e.g.. group project, self-reflective photo, turning in notes taken, etc.

Lesson Plan (includes strands of Hawaiian Indigenous Education Rubric: Language, ‘Ohana and Community, Culture/Place Based Content, Context, Assessment and Accountability)

CLASS #1

- **Prep** - Expose haumāna to various resources prior to beginning this unit: articles, videos, pamphlets, books, etc. of the four major island groups of the Polynesian Triangle: Hawai‘i, Aotearoa, Rapa Nui and Tahiti.
- Student supplies: puke mo‘omana‘o (student journals) and iPads or laptops.

Introduction - 15 minutes:

- Write on the board, chart paper or use projector board technology to display the unit title and essential question for students to write down in order to refer to it throughout the lesson.
- Discuss the following question: What is kulena?
 - Record student responses.
 - Some follow-up questions to help guide thinking: What does kuleana mean? What does privilege mean in regards to kuleana? Do you have kuleana as keiki (children)? What about your mākuā (parents)?

Development - 15 minutes

- Review of the Polynesian Triangle and the island groups that are found within them. Gather a variety of resources (books, articles, photos; iPads, laptops and google maps) to do the following:
 - Give a bird's eye view of the Polynesian triangle
 - Discuss the 3 island groups that anchor the triangle: Hawai'i, Rapa Nui and Aotearoa
 - Include the idea of "piko" or center/homeland concept as it pertains to Hawaiian mo'olelo and migration history (Tahiti)
 - Utilize pre-approved websites that will serve as digital resources
- Students will be divided into 4 groups of 5 to coincide with each point of the Polynesian triangle and the "piko". [20 students per class] **For grade 4 haumāna, separate into 4 groups of 6. [24 students per class]**
 - Group 1 - Hawai'i
 - Group 2 - Aotearoa
 - Group 3 - Rapa Nui
 - Group 4 - Tahiti
- Each group will be given the same 5 words in English that references some kind of traditional "job". The group will decide together who will research the following kuleana e.g. 1 haumāna = 1 kuleana. **Add one more traditional/cultural kuleana for grade 4.**
 - Farmer
 - Fisherman
 - Priest
 - Canoe carver
 - Navigator
 - **Traditional Dance/Performance Teacher**
- Homework: Each student will be asked to jot down a few ideas they believe to be associated with the "job" they have selected.

CLASS #2

Research - 20 minutes

- Prep - be sure that students have their notes from previous class and their technology devices (iPads or laptops).
- Have the haumāna sit in their groups.
- Assign each group to one of the four main island groups of the Polynesian triangle.
- Project, email or passout the website addresses of the on-line dictionaries that each group will need to use.
- Researching:
 - Each haumāna will be asked to look up the translation for their "job" in the heritage language of their assigned group listing any variations as well. e.g. farmer = mahi'ai; kanaka mahi'ai (Hawaiian).
 - Next, they should look to see what the listed definitions are.

Wrap-up - 10 minutes

- Closing guiding discussion questions that can be answered verbally:
 - Do each of these cultural practices still exist in Hawai‘i? Aotearoa? Rapa Nui? Tahiti?
 - Why or why not?
 - If they do not exist, do you think they should be brought back?
 - What are a few ways that these cultural practices can be brought back? Sustained?
- Homework and Final Assessment:
 - Students may choose a variety of ways to answer the essential question. Teacher will decide on minimal and maximum requirements for final projects including time frame, how to share, etc. Each group will present their findings together.
 - Digital Storytelling technique - PicCollage; Explain Everything, Haiku Deck, Storyboard, etc.
 - An iMovie
 - A presentation - Prezi, Keynote, PPT
 - Written reflection

Extended Unit Lesson:

- Connect with students from Aotearoa, Rapa Nui and Tahiti through a variety of ways: penpals, email, Google Hangouts, etc. and work on “project” together so students can share their findings with a broader audience.
- Students and teachers discuss similarities and differences between Hawai‘i, Aotearoa, Rapa Nui, Tahiti and the researched cultural practices.

Overarching Essential Questions:

- How can we learn from different cultures to promote a sustainable honua?
- How can the wa'a or voyage be a catalyst to sustainable living?

Lesson Essential Question

- How do the traditional cultural stories of a people connect them to the world and benefit them today?

WEO Framework (click to view [WEO handout](#))

E ho'ōki i ka ho'ina wale o hō'ino 'ia mai ke kumu. One should never go home without some knowledge lest his teacher be criticized.

- Embrace the collective experience in Hawai'i and the Pacific as a foundation for relating to the diversity of the world.

Nānā i ke kumu. Look to the source.

- Utilize various sources (i.e. kupuna, kumu, loea, mo'olelo, wahi pana, mo'omeheu) to foster inquiry and seek knowledge.

Transfer Goals and Benchmarks ([KES Language Arts and Specials](#) OR [CCSS SMP](#), [Gr 5 Writing Rubric](#), [Gr 5 Reading Rubric](#), [Hula Benchmarks](#))

Writing Transfer Goal: **Response and Rhetoric:** *Uses rhetorical devices to craft writing appropriate to audience and purpose.*

*Grade 5 Benchmarks: **Qualities of Writing - Meaning***

- *Develops and stays on a topic or message.*
- *Supports the message or topic with relevant details throughout the piece.*

Content <i>Students will know and understand...</i>	Assessment <i>Students will be able to...</i>
<ul style="list-style-type: none"> • Basic mo'olelo of Wākea, Papahānaumoku, and the birth of islands in Hawai'i. • Basic kōrero of the separation of Ranginui and Papatūānuku by their son Tānemahuta (an atua/god of forests, birds, and insects) bringing light and knowledge into the world. • Basic issue of PTA threatening the survival of Tāne Mahuta and kauri forests in Aotearoa. 	<ul style="list-style-type: none"> • Utilize a variety of resources to build and gain knowledge about a selected topic. • Integrate newly gained knowledge and previous knowledge when responding to the essential question: How do the traditional cultural stories of a people connect them to the world and benefit them today?

Lesson Plan (includes strands of Hawaiian Indigenous Education Rubric: Language, 'Ohana and Community, Culture/Place Based Content, Context, Assessment and Accountability)

- Set up Keynote presentation and run through each slide to open all applications before class starts.

Have 24 copies of all readings for haumāna to borrow.

Lesson Opening & Mo'olelo of Wākea and Papahānaumoku (15 minutes)

1. Utilize opening keynote slide taken from a bridge over Waitangi river showing open sky, clouds, land, trees and the river/lake to introduce lesson's title "Ranginui and Papatūānuku". What do you see?
2. Review keynote slides with selected WEO and the essential question.
3. What is your favorite story based in Hawai'i? Huli a wala'au - Turn and talk story with someone near you. Ask the class to briefly share their choices.
4. Show *Hāloa* book and share that in last year's play called *Moananuiākea*, there was a story about Hawai'i that was shared. Show the "Wākea and Papahānaumoku" play scene video (Chapter 15 starting from Kumulipo sharing at 22:00-25:00).
5. What did this mo'olelo (story) teach about specifically?
 - a. Birth of Wākea a me Papahānaumoku
 - b. Birth of islands - Hawai'i, Maui, Kaho'olawe, Lāna'i, Moloka'i, O'ahu, Kaua'i, Ni'ihau, Lehua a me Ka'ula (Either together or with other mates, Wākea and Papahānaumoku create these islands)
6. Using a map of the Pacific Ocean, review major island groups within Oceania - Melanesia, Micronesia, and Polynesia. Review the boundaries of Polynesia using keynote slides with various carvings: Where is the northernmost point of Polynesia? Hawai'i. Where is the easternmost point of Polynesia? Rapa Nui. Where is the south westernmost point of Polynesia? Aotearoa.

Kōrero of Ranginui and Papatūānuku (10 minutes)

7. In Māori culture, what is the kōrero about Ranginui and Papatūānuku? What does kōrero sound like? Mo'olelo.
 - a. Ranginui and Papatūānuku videos, part one and two, created by tribes.komfur.com
 - i. Part one (1:25 minutes) - https://www.youtube.com/watch?v=XsEAab_Tni4
 - ii. Part two (1:58 minutes) - <https://www.youtube.com/watch?v=yHhMgrAMulA>
 - iii. 24 copies of video transcription
 - b. "Heaven and Earth" handout excerpt from *Maori Myths & Legendary Tales* by A. W. Reed, pages 11-14 (part of Chapter 1) - kumu to read aloud as haumāna follow along on their borrowed copies (only use this additional resource if you have more than 45 minutes for your lesson)
 - c. Te Ao o Ngā Atua handout (from a written display within the Māori Court at the Auckland War Memorial Museum) - haumāna will scan the Māori text of Te Ao o Ngā Atua to see if they can make any connections with 'ōlelo Hawai'i and then read aloud the given explanation
 - d. Show again opening keynote slide taken from a bridge over Waitangi river showing open sky, clouds, land, trees and the river/lake. Ask again: What do you see?

Tāne Mahuta (15 minutes)

8. Kumu will read aloud / focus on selected portions of the following online sources. Included are questions to help haumāna understand why the source was selected.

- a. Who is Tāne Mahuta? - Reading: Tane Mahuta Walk: Kauri Coast - <http://www.doc.govt.nz/parks-and-recreation/tracks-and-walks/northland/kauri-coast/tane-mahuta-walk/>
- b. What is PTA, how is it a threat to Tāne Mahuta and kauri forests, and where did it come from? - Reading: Tourist ban could save giant kauri - http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10875919
- c. Why did Hōkūle‘a and Hikianalia crew members go to Tāne Mahuta? Video: Hokianga: Māori Roots - <http://www.hokulea.com/hokianga-maori-roots/>
- d. Close with two quotes from “Hokianga: Māori Roots” video:
 - i. “What we’ve got here on behind us is the remnants of the last largest Kauri forest left on the planet. And as the iwi here, our principle responsibility is to look after what we call the domain of Tāne Mahuta, or the god of the forest. The wellness of Kauri is also the wellness of our community, and we have to make sure that we continue to elevate that.” - Jason Fox, Chief Servant of Te Roroa
 - ii. “Knowing that each one of these places that we get to go, hold significance for those people who come from those places, and that we get to experience them and those places first hand from them, that’s special.” - Chadd Ka‘ōnohi Paishon, Pwo Navigator, Hikianalia

Assessment - Explain Writing Assignment & Lesson Closing (5 minutes)

9. Explain writing assignment (to be done on own time): Reflect upon and integrate your newly gained knowledge and thinking from this lesson with your previous knowledge in order to respond to the lesson’s essential question.
 - a. How do the traditional cultural stories of a people connect them to the world and benefit them today?
 - b. Go to Voyaging Beyond the Classroom: Aotearoa Rotations 1 for the Google Doc form - https://docs.google.com/a/ksbe.edu/drawings/d/1MSPwMea_SHEREu10xzeOv4-2WQzZMT6WMacQ1-lpDBY/edit
 - c. Show again slide taken from a bridge over Waitangi river. What do you see and know now?
10. Additional resources used in preparing this lesson:
 - a. *An Illustrated Encyclopedia of Traditional Māori Life Taonga Tuku Iho* by A. W. Reed and edited by Buddy Mikaere
 - b. *Māori Dictionary* - <http://www.maoridictionary.co.nz/>
 - c. *How to Pronounce Māori* - <http://www.maorilanguage.net/pronounce/index.cfm>
 - d. Kauri forest - Page 3 - Using kauri - <http://www.teara.govt.nz/en/kauri-forest/page-3>
 - e. Kauri forest - Page 4 - Protecting kauri - <http://www.teara.govt.nz/en/kauri-forest/page-4>
 - f. Auckland Museum Te Ao Turoa Education Kit Te Papa Whakahitu - http://www.aucklandmuseum.com/CMSPages/GetAzureFile.aspx?path=/aucklandmuseum/media/main/education/teachers_guide/teacher_resources_library/maori_education_kits/maori_06_maorinathist1_1_.pdf
 - g. The Austronesian Connection - Rediscovering ancient voyaging peoples across the Pacific through Austronesian languages - <http://austronesianconnections.blogspot.com/2010/06/earth-mothers-and-sky-fathers-of.html>