



LEARNING FROM OUR KŪPUNA

How do *mo'olelo* (stories), *mele* (songs), and talks with our *kūpuna* (grandparents) help us to understand the place where we live?

HAWAII DOE STANDARD BENCHMARKS

Social Studies 7: Geography: WORLD IN SPATIAL TERMS

- SS.3.7.4 Examine the ways in which people modify the physical environment and the effects of these changes.

Language Arts 6: Oral Communication: CONVENTIONS AND SKILLS

- LA.3.6.1 Use oral language to obtain information, complete a task, and share ideas and personal opinions with others.

Language Arts 2: Reading: READING COMPREHENSION

- LA.3.2.3 Identify the main idea or problem and solution in a text.

NA HONUA MAULI OLA

- NHMO 8-10 Acquire in-depth cultural knowledge through active participation and meaningful interaction with *kūpuna* (elders).

KEY CONCEPTS

- *Mo'olelo*, *mele*, and knowledge shared by *kūpuna* help us to better understand the place where we live and how it has changed over time.
- Cultural beliefs shared in *mo'olelo* and stories from *kūpuna* reveal values and

knowledge that we can apply to our lives today.

ACTIVITY AT A GLANCE

Students listen to a *mo'olelo* about Mōkapu and practice taking notes of main ideas. They interview *kūpuna* (grandparents, elders) to learn more about ways that people have changed wetlands in the community over time.

ASSESSMENT

Students:

- Use their notes to write a summary about the main points of the *mo'olelo* they hear in class.
- Use their notes from talks with *kūpuna* to explain how people have changed local wetland environments and the effects of these changes.
- Explain what they learned about Hawaiian cultural beliefs and the place where they live through *mo'olelo*, *mele*, and talks with *kūpuna*.
- Write a thank you note to the *kūpuna* or *kūpuna* (if more than one) they interview.





- Why is Kapukawaiokalihi considered a sacred site?
- Kāne and Kanaloa were in search of something. What was it and how did they find it?
- Stories are an important way to learn about the history of people and places. How else can we learn about our place?

Discussion Questions for A Tale of Kilohana Hill

- Who is Papa? Who is Wākea?
- What is another name for Papa?
- Where is Kilohana Hill and why is it a *wahi pana*?


Note: Kilohana is the highest point in the Kalihi *ahupua'a* and it is noted on the map provided in Lesson 1. Kapukawaiokalihi (The water door of Kalihi) is located near the large stones of Hapu'u and Kalaihauola that are noted on the *mauka* section of the map.

4. **Collect and review students' notes and comment on their note-taking skills.** Return their notes for use with the assessment activity and for later use in the culminating activity.
5. **Explain that students will be taking a trip to a nursing home where they will have a chance to "talk story" with *kūpuna* about what their community was like in the past.** Alternatively, ask students to interview an elder friend or relative of the family.
 - Distribute **Learning Log 6** and review it with students.
 - Discuss protocol and techniques for interviewing others.
 - Introduce yourself and ask the person's name and write it down.
 - Ask permission before the interview. Ask, "May I ask you a question?"
 - Ask questions that require more than a "yes" or "no" response.
 - Be courteous and thank the *kūpuna* for their time.
 - Have students role play and practice these skills.
6. **After completing their interviews, have students share what they learned with the class.**
 - Have students take notes of the main points as they listen to their classmates.
 - Ask students to write thank you notes to the *kūpuna*.
7. **Develop individual "Past", "Present", and "Future" charts for students to summarize what they have learned about the changes to the wetlands in their community over time.**
 - Distribute a large sheet of paper to each student.
 - Have them fold their sheet of paper into thirds.
 - Label the three columns "Past", "Present", and "Future."





- Students should refer to their notes from the story they heard in class and from their interviews with *kāpuna* to complete drawings as described below.

PAST	PRESENT	FUTURE
<p>Draw a picture of what the wetlands in your community might have looked like in the past.</p>	 <p>Draw a picture of what the wetlands look like now.</p>	<p>Draw a picture of what the wetlands might look like in the future.</p>

ADAPTATION/EXTENSION

Have a class celebration of cultures with stories gathered by students during this activity. Invite *kāpuna* and other elders that students interviewed and have music and food to share.

REFERENCE

Sterling, Elspeth P. and Catherine C. Summers. 1978. *Sits of O'ahu*. Bishop Museum Press. Honolulu, HI



kia'i