



OUR AHUPUA'A

How do *mo'olelo* (stories) teach us about the land and people of old Hawai'i?

HAWAII DOE STANDARD BENCHMARKS

Social Studies 7: Geography: WORLD IN SPATIAL TERMS

- SS.4.7.2 Collect, organize, and analyze data to interpret and construct geographic representations.

Language Arts 3: Reading: LITERARY RESPONSE AND ANALYSIS

- LA.4.3.1 Explain the problem or conflict in a story and how it is resolved.

Language Arts 4: Writing: CONVENTIONS AND SKILLS

- LA.4.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences.

Nā Honua Maui.Ola

- NHMO 8-4 Apply the cultural and traditional knowledge of the past to the present.

KEY CONCEPTS

- *Ahupua'a* are traditional Hawaiian land units usually extending from mountain summits to the outer edges of reefs.
- *Mo'olelo* (stories) teach us about place, hawaiian society, and qualities such as *pono* and *pono 'ole* behavior people exhibited in old Hawai'i.

ACTIVITY AT A GLANCE

Students learn how land was divided in old Hawai'i and draw and label a diagram of their *ahupua'a* showing key geographic features. Students read a Hawaiian story of place and write a response about the life lesson in the story. Finally, students illustrate the characters, setting and story plot on their *ahupua'a* diagram.

[NOTE: This lesson focuses on Kalihi, an *ahupua'a* in the Kona *moku* (district) on the Island of O'ahu. However, the lesson may be adapted to other *ahupua'a* in Hawai'i by using maps and stories relevant to other *ahupua'a* and other islands.]

TIME

4 - 5 class periods

ASSESSMENT

Students:

- Construct an enlarged map of an *ahupua'a* and label important geographic characteristics and Hawaiian place names.
- Explain the patterns and relationships among geographic features depicted on their maps.
- Read *The Sacred 'Ulu Tree* (a Hawaiian story from the Kalihi *ahupua'a*) and write a response about the life lesson in the story.
- Illustrate the story *The Sacred 'Ulu Tree* on an enlarged map of the *ahupua'a*.



- Why was an 'ulu tree used in the story to protect Wākea and Papa from the guards instead of a coconut tree or a hau tree? (The 'ulu tree is *kinolau* (a plant form) of Haumea.)
 - What *hō'ailona* (signs in nature) did Haumea see that alerted her Wākea was in trouble?
 - What are the main messages in the story *The Sacred 'Ulu Tree*? (1) *Pono* (good, proper) behavior is expected from all, including *ali'i*, *kahuna*, and *maka'āinana*. The *ali'i* was evil, claiming Wākea was a thief. The *ali'i* did not act properly when he ordered Wākea be put to death. 2) Food is available to all who cultivate the land. It's not there for a select few but for everyone to eat.)
7. **Have students illustrate the story of *The Sacred 'Ulu Tree* and label the names of mountain peaks, streams and other important geographic features on their *ahupua'a* diagram.**
- Project the *ahupua'a* map (provided) as a reference for students.
 - Orient students to the *ahupua'a* by discussing its location on the island.
 - Label Kilohana, the mountain peak described in the student reading. Point out *ahupua'a* boundaries. [This applies to the *ahupua'a* of Kalihi on O'ahu.]
 - Label the *ahupua'a* boundaries, Pu'u Kahuauli and Lanihuli. [Students may require help identifying these mountain peaks.]
 - Find the streams on the map and help students to follow their course from head water to the mouth of the streams. Ask students to label the stream names and color the streams blue.
8. **Complete the K-W-L chart by asking students to record what they learned about the *ahupua'a* and early Hawaiian life.**
9. **Assess students' *ahupua'a* diagrams and reading responses.**

ADAPTATION / EXTENSION

Divide students into three groups. Distribute copies of the Sacred 'Ulu Tree; Hapu'u and Kalaihauola; and Kapukawaiokalihi. Have each group read their story and identify the *wahi pana* on the map. Respond to the questions after each reading. Note: The Hapu'u and Kalaihauola and the Kapukawaiokalihi stories are reprinted from the Gr. 5 Aloha 'Āina Teacher's Guide, so you may want to coordinate with the Gr. 5 teachers if they are using the unit.

REFERENCES

Abbott, Isabella Aiona, 1992. *Lā'au Hawai'i: Traditional Hawaiian Uses of Plants*. Bishop Museum Press. Honolulu, HI.



Handy, E.S. Craighill and Elizabeth G. Handy; with the collaboration of Mary Kawena Pukui. 1972. *Native Planters in Old Hawaii. Their Life, Lore, and Environment.* Bernice P. Bishop Museum Bulletin No. 233, Bishop Museum Press. Honolulu, HI.

Pukui, Mary Kawena and Samuel H. Elbert. 1986. *Hawaiian Dictionary.* Revised and Enlarged Edition. University of Hawai'i Press. Honolulu, HI.

Summers, Catherine C. and Elspeth P. Sterling, 1978. *Sites of Oahu.* Bishop Museum Press. Honolulu, HI.

Townscape Inc. 2004. *Kalihi-Palama Action Plan.* City and County of Honolulu Department of Planning and Permitting and Kalihi-Palama Vision Group 6.

SUGGESTED RESOURCE

Williams, Julie S. 1997. *From the Mountains to the Sea.* Kamehameha Schools. Honolulu, HI.