



## Kamehameha Schools 'Ike Hawai'i Distance Learning Program

### Course Syllabus: Hawaiian and Pacific Literature 1B

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#### General Learner Outcomes:

- GLO #1- To be responsible for one's own learning;
- GLO#2 - To be involved in complex thinking and problem solving;
- GLO#3- To recognize quality performance and produce quality product;
- GLO#4 - To communicate effectively
- GLO#5 - To use a variety of technologies effectively; and
- GLO#6 - To work well with others.

#### Course Description:

This course is designed to expose learners to a contemporary Maori novel, *The Whale Rider* by Witi Ihimaera, and supplementary Hawaiian and Pacific Literature that expand on themes presented in the novel. For the purposes of this course, Hawaiian and Pacific Literature are defined as literature written by the indigenous people of the Pacific about their respective cultures, histories, perspectives, and experiences. Through this exploration that utilizes a range of media, learners will be engaged in learning about the Maori culture as well as the universal themes presented in the novel and inspired to discover their own voice with respect to their personal histories, cultures, perspectives, and experience.

#### Course Goals:

##### By the end of the course, the student will:

1. read a novel written by an indigenous Maori author and discuss the importance of knowing and sharing the mo`olelo or stories of a culture.
2. review the Hawaiian concepts of inoa, `ohana, kaiaulu and lahui and compare how similar concepts were evident in the novel.
3. examine the difference between myths and mo`olelo from a Hawaiian cultural perspective.
4. examine cultural topics related to those presented in the novel (e.g. indigenous language immersion programs).
5. 5) participate in synchronous and asynchronous discussions, with your peers and instructor, focused on identifying and relating your own ideas, feelings, personal experiences and cultural identity to themes portrayed in the novel.
6. create multi-level individual and cooperative responses to the novel based upon multiple intelligences.

7. identify, analyze and evaluate the use of literary devices in the novel such as characterization, conflict, suspense, theme, symbolism and foreshadowing.
8. build relationships among peers and your instructor through interactive learning opportunities in order to encourage engaged literary discourse in an online environment.
9. develop and craft your own voice through formal and informal writing based on relevant topics.
10. evaluate the film version *The Whale Rider* and compare and contrast it to the novel.

### **Kamehameha Schools ‘Ike Hawai‘i Standards**

- 1) ‘Ōlelo Hawai‘i (Hawaiian Language) – *Demonstrate competency in the Hawaiian language appropriate to the specific program’s objectives.*
- 2) Loina (Customs & Traditions) – *Recognize one’s social role and status in relationship to others and demonstrate appropriate actions and interactions. Use the wisdom contained in the oral and written traditions as a model for behavior.*
- 3) Mo‘okalaleo (Literature) – *Retell in any language and media Hawaiian literature appropriate to the specific program’s objective.*
- 4) Hana No‘eau (Arts) – *Develop, practice and apply the skills of observation, thinking, listening, imitating, modeling, experimenting, and questioning in hana no‘eau. Understand our Hawaiian culture as a system of beliefs, knowledge, and practices shared by our people for the purpose of appreciating particular forms of hana no‘eau. Understand and apply art materials, techniques, and processes in creating and expressing oneself through a variety of hana no‘eau experiences while learning about the elements and techniques*
- 5) Ke Ao Nei (This World) – *Understand and appreciate our relationship to our homeland from the perspective of a Hawaiian worldview (aloha ‘āina) and use this knowledge to care for our homeland (mālama ‘āina).*
- 7) ‘Ohana (Family) – *Understand traditional concepts of ‘ohana in terms of roles, responsibilities, practices, beliefs and protocols.*

\*Based upon English National Standards by MCREL (Mid-Continent Research for Education and Learning)

## National Language Arts Standards

IRA/NCTE Standards for the English Language Arts	Course Content	Assessment
<p>1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works</p>	<ul style="list-style-type: none"> <li>• <i>The Whale Rider</i> by Witi Ihimaera, a contemporary, Maori novel dealing with Maori cultural beliefs, practices and values set in modern times and presents universal themes such as: coming of age, generational conflicts, tradition vs. modernization, leadership, etc.</li> <li>• Traditional Maori and Hawaiian fishing practices</li> <li>• Aumakua – Hawaiian concept of</li> <li>• Other pieces both fiction and non-fiction by indigenous writers that extend the topics and themes introduced in the novel.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personal reading responses</b> <ol style="list-style-type: none"> <li>1. Students build on prior knowledge by relating themes to own life experiences</li> <li>2. Students show an understanding of and appreciation for Maori culture</li> <li>3. Students show a greater understanding of and appreciation for their own culture/s.</li> </ol> </li> <li>• <b>Formal analytical essays</b> <ol style="list-style-type: none"> <li>1. Students describe, analyze, explain and evaluate various aspects of the novel in an attempt learn more about the Maori beliefs, values, customs and practices.</li> <li>2. Students make connections between this new knowledge and their own experiences and understandings.</li> </ol> </li> <li>• <b>Class and partner discussions</b> <ol style="list-style-type: none"> <li>1. Students share their questions, ideas, inspirations, etc. with peers as they read to reach a deeper understanding of the content.</li> <li>2. Students share their personal opinions and feelings in reaction to various aspects of the novel with peers in order to build motivation and personal reading enjoyment.</li> </ol> </li> <li>• <b>Graphic Organizers and reading response questions</b> <ol style="list-style-type: none"> <li>1. Students complete worksheets during reading that require them to reflect on characters, settings, conflicts to discover and analyze the universal themes.</li> <li>2. Students complete worksheets during reading that require them to reflect on the connection of these universal themes to personal experiences.</li> </ol> </li> </ul>
<p>2. Students read a wide range of literature from many periods in many genres to build and understanding of the</p>	<ul style="list-style-type: none"> <li>• Myths – Maori, Hawaiian and of other cultures</li> <li>• Interview with the author, Witi Ihimaera</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion threads</b> <ol style="list-style-type: none"> <li>1. Students read myths from Maori and Hawaiian</li> </ol> </li> </ul>

IRA/NCTE Standards for the English Language Arts	Course Content	Assessment
<p>many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.</p>	<ul style="list-style-type: none"> <li>• Other cultural myths</li> </ul>	<p>cultures. They respond to peers by summarizing and analyzing what each myth teaches about each culture.</p> <ol style="list-style-type: none"> <li>2. Students discuss with peers and teacher the importance of studying and perpetrating cultural myths.</li> <li>3. Students read the author’s account of how the novel was written (motivation, inspiration, role of culture and identity) and compile questions that will be revisited at the completion of reading.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Mo`olelo Presentation</b> <ol style="list-style-type: none"> <li>1. Students read a myth from a culture of their choice and through a Power Point Presentation, summarize and analyze what the myth teaches about that particular culture.</li> <li>2. Students share a mo`olelo or story from their own families that they feel is important to tell to the next generations and explain why.</li> </ol> </li> </ul>
<p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).</p>	<ul style="list-style-type: none"> <li>• Reading Dialogues (student to student, student to teacher, student to class)</li> <li>• Discussion threads</li> <li>• Personal and analytic responses to literature <ol style="list-style-type: none"> <li>1. “I Am” character poem</li> <li>2. Character Profile graphic organizer</li> <li>3. Venn Diagram – compare/contrast characters and related topics</li> <li>4. Illustrated Plot Storyboard</li> <li>5. News story writing</li> <li>6. Character to Character letter</li> <li>7. Character Open Mind Collage</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Dialogues</b> <ol style="list-style-type: none"> <li>1. Students participate in dialogues between partners, the teacher and the whole class in which they discuss their personal opinions and feelings regarding the reading in order to comprehend, interpret, evaluate and appreciate the text.</li> <li>2. Students create dialogues between characters and or the author that demonstrate various levels of comprehension and interpretations.</li> </ol> </li> <li>• <b>Discussion Threads</b> <ol style="list-style-type: none"> <li>1. Students participate in asynchronous discussion postings that share their understandings of the text on both a personal and analytic level.</li> <li>2. Students post responses to their classmates posting that makes connections between their classmate’s responses and their own experiences with the text.</li> </ol> </li> </ul>

IRA/NCTE Standards for the English Language Arts	Course Content	Assessment
		<ul style="list-style-type: none"> <li>• <b>Personal and Analytical Responses</b> <ol style="list-style-type: none"> <li>1. Students use various learning responses (see list under Content) that demonstrates comprehension, various interpretations and evaluations through the sharing of feelings, opinions, predictions, etc.</li> <li>2. Students utilize online and in text glossaries to understand Maori words and phrases.</li> <li>3. Students use direct quotations from the text to support their analysis of various aspects of the text (characterization, plot, setting, conflict/s, etc.)</li> </ol> </li> </ul>
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> <li>• Characteristics of effective writing <ol style="list-style-type: none"> <li>1. Writer's, Inc. text</li> <li>2. Writer's Resource Web site (linked through Blackboard)</li> </ol> </li> <li>• Writing Variables (audience, format, purpose) <ol style="list-style-type: none"> <li>1. Writer's Inc. text</li> <li>2. Writer's Resource Web site</li> </ol> </li> <li>• E-mail/Discussion Board conventions <ol style="list-style-type: none"> <li>1. Class policies and procedures</li> <li>2. Example discussion responses</li> </ol> </li> <li>• Self and Peer Editing <ol style="list-style-type: none"> <li>1. Writer's Resource Web site (editing)</li> <li>2. Elbow Response Questions</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formal Essays</b> <ol style="list-style-type: none"> <li>1. Students use characteristics of effective writing as well to compose essays about the text and related topics/themes.</li> <li>2. Students participate in self and peer editing of drafts</li> </ol> </li> <li>• <b>Personal Reaction Writing</b> <ol style="list-style-type: none"> <li>1. Students use informal, personal writing to share ideas, question the text and seek understanding or clarification from peers.</li> <li>2. Students use appropriate e-mail and discussion board conventions as set by class policies.</li> </ol> </li> </ul>
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences and for different purposes.	<ul style="list-style-type: none"> <li>• Writing Process (prewriting, drafts, editing) <ol style="list-style-type: none"> <li>1. Writer's Inc. text</li> <li>2. Writer's Resource Web site</li> </ol> </li> <li>• Conventions of various types of writing <ol style="list-style-type: none"> <li>1. Persuasive writing</li> <li>2. Narrative writing</li> <li>3. Responses to Literature</li> </ol> </li> <li>• MLA Style</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prewriting strategies</b> - students use one or more prewriting strategies (free-write, clustering, mapping, outline, etc.)</li> <li>• <b>Drafting</b> - students use editing strategies to revise their drafts</li> <li>• <b>Publishing</b> – students use appropriate formatting for various type of writing students use appropriate MLA citations if necessary</li> </ul>
6. Students apply knowledge of language	<ul style="list-style-type: none"> <li>• Literary devices</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Responses</b> – students complete the</li> </ul>

IRA/NCTE Standards for the English Language Arts	Course Content	Assessment
structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.	<ol style="list-style-type: none"> <li>1. Conflict</li> <li>2. Symbolism</li> <li>3. Characterization</li> <li>4. Setting</li> <li>5. Theme</li> <li>6. Foreshadowing</li> </ol>	<p>following responses with references to literary devices (list under Content)</p> <ol style="list-style-type: none"> <li>1. “I Am” character poem</li> <li>2. Character Profile graphic organizer</li> <li>3. Venn Diagram – compare/contrast characters and related topics</li> <li>4. Illustrated Plot Storyboard</li> <li>5. News story writing</li> <li>6. Character to Character letter</li> <li>7. Character Open Mind Collage</li> </ol>
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	<p>Research themes and topics introduced in the novel.</p> <ul style="list-style-type: none"> <li>• Immersion education <ol style="list-style-type: none"> <li>1. <a href="http://www.ahapunanaleo.org">www.ahapunanaleo.org</a></li> <li>2. Aha Punana Leo video</li> <li>3. Articles on immersion education</li> </ol> </li> <li>• Cultural awareness and identity <ol style="list-style-type: none"> <li>1. <i>Skin Stories</i> PBS video</li> <li>2. <i>Hawaiians Reviving Spirit</i> video</li> </ol> </li> <li>• Maori culture <ol style="list-style-type: none"> <li>1. Guest Speaker</li> <li>2. Field trip to Polynesian Cultural Center</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Researching</b> <ol style="list-style-type: none"> <li>1. Persuasive essay</li> <li>2. Identity profile</li> <li>3. Personal interview</li> <li>4. Questions for guest speaker</li> <li>5. Participation in and reflection on field trip</li> <li>6. Use of MLA style citations</li> <li>7. Use of web site evaluation tools when conducting research</li> <li>8. Interviewing techniques/strategies</li> <li>9. Identification of writing variables for each writing assignment</li> </ol> </li> </ul>
8. Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Videos</li> <li>• Secondary sources - relevant internet links</li> <li>• Primary sources – information from personal interviews</li> <li>• MLA Style – Writer’s Resource Web site</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student class participation</b> <ol style="list-style-type: none"> <li>1. Track student progress through number of times students log in to Blackboard site (logging in daily required)</li> <li>2. Video notes and reactions</li> <li>3. Incorporation of information from secondary and primary source in essays and formal reading responses</li> </ol> </li> </ul>
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	<ul style="list-style-type: none"> <li>• Importance of Maori names – links to genealogy and mythology</li> <li>• Revival of native languages as a means of perpetuating culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chapter reading response – Naming of Kahu</b> <ol style="list-style-type: none"> <li>1. Students explain the significance of a character’s name, the conflicts that arise because of it and how it shapes this character’s identity.</li> <li>2. Students predict what this name will mean for this</li> </ol> </li> </ul>

IRA/NCTE Standards for the English Language Arts	Course Content	Assessment
		character in future chapters. <ul style="list-style-type: none"> <li>• <b>Research position paper</b> <ol style="list-style-type: none"> <li>1. Students research the history of Maori language immersion education and compare to Hawaiian language immersion.</li> <li>2. Students read testimonials by students in both programs.</li> <li>3. Students read articles about the correlation between language revitalization and the perpetuation of indigenous cultures.</li> <li>4. Students write a position paper either for or against having students participate in native language immersion schools.</li> </ol> </li> </ul>
10. Students whose first language is not English make use of their first language to develop competency in English language arts to develop understanding of content across the curriculum.	Not applicable	
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	<ul style="list-style-type: none"> <li>• Discussion threads</li> <li>• Chats</li> <li>• Dialogues</li> <li>• Letter to the author</li> <li>• Book/Myth Talks</li> <li>• Reading worksheets</li> <li>• Reading discussions with DL Buddies (partners) and Talk with the Kumu (individual sessions with the instructor)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student responses to literature</b> <ol style="list-style-type: none"> <li>1. Discussion threads, partner/ class chats, and dialogues focus on initial, personal responses to sections of the novel.</li> <li>2. Letter to the author or character, book talk and worksheets focus on analysis of various literary devices as well as evaluations supported by quotes.</li> </ol> </li> </ul>
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)	Multiple intelligence based assessments <ul style="list-style-type: none"> <li>• Written responses (personal and analytic)</li> <li>• Reading discussions (student to student, student to teacher, student to class)</li> <li>• Musical connections</li> <li>• Reading inspired collages, sketches</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student products</b> Reading responses offer a variety of means for assessment using the multiple intelligences (written, visual, spatial, kinesthetic, interpersonal, intrapersonal, etc.)</li> </ul>

## Units

Unit themes	Essential Questions	Readings/Media	Activities
Introduction Culture & Myths	<ul style="list-style-type: none"> <li>• What can we learn about a culture by studying its myths?</li> <li>• Why would it be important to know the myths of your own culture?</li> </ul>	<ul style="list-style-type: none"> <li>• Whale Rider Myth</li> <li>• Hawaiian voyaging chief myth</li> <li>• Information on Maori culture</li> <li>• Whale Rider Web Site</li> </ul>	<ul style="list-style-type: none"> <li>• Read and compare/contrast a Maori and Hawaiian myth.</li> <li>• Read a myth from any other culture and share meaning with the class through the Discussion Board.</li> <li>• Read background information on Maori culture</li> <li>• Read summary about the novel <i>The Whale Rider</i> and share reactions/predictions through a dialogue with an assigned classmate.</li> <li>• Read an interview with author, Witi Ihimaera and share reaction through a dialogue with an assigned classmate.</li> </ul>
Unit 1 Leadership	<ul style="list-style-type: none"> <li>• What characteristics make a good leader?</li> <li>• Are leaders born with these traits or are they developed?</li> <li>• Should leaders be chosen or should leadership be passed down?</li> </ul>	<i>The Whale Rider</i> Chapters 2, 3, 4 & 5 Role of women in Maori culture vs. other cultures	<ul style="list-style-type: none"> <li>• Anticipatory Survey – what are your beliefs about leadership and characteristics of effective leaders? Compare results with peers.</li> <li>• `Ohana – compare/contrast the Hawaiian concept of `ohana and place in the family (hiapo, etc.) to that in the novel.</li> <li>• Inoa – compare/contrast the Hawaiian concept of naming to that in the novel.</li> <li>• Read article on the traditional role of Maori women.</li> </ul>
Unit 2 Tradition and Change	<ul style="list-style-type: none"> <li>• Why would it be important to hold on to cultural traditions?</li> <li>• How do you perpetuate traditions in a modern, Western culture?</li> <li>• How do you balance traditional values and beliefs in a world of constant change?</li> </ul>	Chapters 6, 7, 8 The History of Pūnana Leo and Kohanga Reo Pūnana Leo Video Mālama Kumu Lecture Series Hawaiian Fishing Practices	<ul style="list-style-type: none"> <li>• Read about the history of the Kohanga Reo immersion schools and the start of the Pūnana Leo Hawaiian immersion preschools.</li> <li>• Watch a video about the history of Hawaiian immersion education.</li> <li>• Compare and contrast the Hawaiian fishing practices in the Mālama Kumu Lecture Series to those discussed in the novel.</li> </ul>

Unit themes	Essential Questions	Readings/Media	Activities
Unit 3 Identity Expectations and disappointments	<ul style="list-style-type: none"> <li>• What makes up your identity?</li> <li>• Why is it important for people to identify or to have a sense of belonging to a group, community, culture, etc?</li> <li>• Why do people feel it is important to have a strong sense of self-identity?</li> </ul>	Chapters 10, 11, 12, 13 Skin Stories Video “Ta Tau” short story by Emma Kruse Va`ai from <i>Nuanua</i>	<ul style="list-style-type: none"> <li>• Watch “Skin Stories” a video on the tradition of tattoos in Pacific cultures and the revival of it as a sign of re-discovering cultural ties.</li> <li>• Read a Maori short story, “Ta Tau,” and share responses.</li> <li>• Reflect and share on how you identify with different groups in you life.</li> </ul>
Unit 4 Unity and sacrifices	<ul style="list-style-type: none"> <li>• How can unity strengthen a group?</li> <li>• How do you determine what sacrifices are worth making?</li> <li>• How can sacrifices change you as a person or change your identity?</li> </ul>	Chapters 14, 15, 16, 17, 18 Hawaiians connection to nature (animals), concept of aumākua	<ul style="list-style-type: none"> <li>• Student Life Map – students create a map of their own life journeys to this point. They include accomplishments as well as sacrifices.</li> <li>• Read and share reaction about Hawaiians connection to the natural world and the concept of aumākuas.</li> </ul>
Unit 5 Awakenings/New beginnings	<ul style="list-style-type: none"> <li>• What does it mean to be “awakened” (not physically)?</li> <li>• How can an awakening change your values, beliefs and identity?</li> <li>• How do new beginnings create a sense of hope?</li> </ul>	Chapters 19, 20, 21	<ul style="list-style-type: none"> <li>• Character letter – students write a letter from Koro to Kahu expressing his regrets, feelings, and hopes after his “awakening.”</li> <li>• Personal narrative – students write about a time they witnessed an “awakening” either their own or that of someone close to them.</li> </ul>
Unit 6 Beliefs & values	<ul style="list-style-type: none"> <li>• How can a story and/or video express the beliefs and values of a culture? Consider setting, characterization, themes, conflicts, etc.</li> </ul>	The Whale Rider video Guest speaker Huaka`i to Polynesian Cultural Center	<ul style="list-style-type: none"> <li>• Watch The Whale Rider Video with classmates. Each student focus on a different scene, character, theme, etc. to lead a discussion on.</li> <li>• Guest speaker – to share fist hand knowledge of Maori culture.</li> <li>• Huaka`i to PCC – students to see authentic Maori practices (dances, singing, haka?)</li> </ul>