



Course Syllabus: Hawaiian Culture

Course Description:

Ua lehulehu a manomano ka 'ikena a ka Hawai'i. Great and numerous is the knowledge of the Hawaiians. ('Ōlelo No'eau 2814)

This course will provide students with a general understanding of the culture of the Hawaiian people. The focus will be on traditional culture and society. Units of study will include migration, voyaging, origin, geology, ecology, land division, fishing and farming, religion, society, chiefs, and recreation.

Course Goals:

1. To give students a basic understanding of various aspects of traditional Hawaiian Culture.
2. Develop the ability to apply traditional Hawaiian values, practices, and concepts in relation to current day Hawaiian society.
3. Develop a respect for the culture and traditions of the Hawaiian People.
4. Improve such skills as reading, writing, discussing, researching, verbal skills, critical thinking, observation, synthesis, problem solving, creative thinking, and decision making in the context of the Hawaiian Culture.
5. Demonstrate and learn how to use and where to locate various source materials that deal with the Hawaiian Language and Culture.
6. To take what students learn in this course and give back to the Hawaiian community in the form of service projects or dissemination of knowledge acquired throughout this course.
7. Upon completion of this course students should be able to answer all of the "Driving Questions" found in the chart below.

** All standards are based on National Standards **

Unit 1: Ka Ho`olauna `Ana

Description: This unit will provide students with a basic introduction to the class, classmates, Hawaiian values and the Hawaiian Language.

Unit 1	Content Standard	Benchmarks	Course Content – What is it?	Activities/Assignments	Assessment
Getting to Know You	IV. Individual Development & Identity	a) Articulate personal connections to time, place, and social/cultural systems.	Ice breakers & Introductions	- Post self intro in D.B.	Participation in the activities
Ko`u Inoa	IV. Individual Development & Identity	a) Articulate personal connections to time, place, and social/cultural systems.	Hawaiian practice of naming, importance of name, research on name	- Reading - Worksheet - PowerPoint	- Completion of activities
Pi`āpā Puana `Ana	I. Culture	c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	Alphabet, spelling/rules, Pronunciation of Hawaiian Words	- PPT lesson explaining basic rules of HI Lang. - - Students produce sound bytes, to practice pronunciation. (Voice Board)	Look for student understanding of spelling, forming, pronouncing, & hearing Hawaiian words. - Completion of assignments & activities. - Students will generate a recording of themselves pronouncing a teacher generated list of Hawaiian words.
Nā Waiwai Hawai`i	I. Culture	c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	Hawaiian Values	- Define terms. - Concentration puzzle. - Read 3 mo`olelo that demonstrate Hawn. values & answer questions	- Completion of activities - Demonstration of use of Hawaiian values in dealing with classmates, teachers, and administrators.
Our Culture, Our Language	I. Culture	c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	Importance of language & culture.	- Define culture. Give examples of culture. Why is culture important? How do you see culture fitting in to your life? Discussion Board. - Video: Hō`ala Hou & Reflection or audio submission	- Students will express their views about the importance of language and culture through activities that target the following questions. <ul style="list-style-type: none"> ▪ Why is culture important? ▪ Why should we perpetuate the Hawaiian Language an Culture? ▪ What will happen if culture is not perpetuated? ▪ What role do I want to play in the perpetuation of the Hawaiian Language and Culture.

Unit 2: Ka Holomoana

Description: Unit 2 will begin with a look at Pacific Island Nations. Students will learn about their economic base, and political structure, and location in relation to Hawai‘i. Then students will take a closer look at various aspects of voyaging including: process & materials for building a canoe, methods of non-instrumental navigation as practiced by Polynesians, and voyaging by today's standards. Students will then compare migration and voyaging to the Hawaiian view of genesis or creation.

Unit 2	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Pacific Island Nations	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes	Facts on Pacific Island Nations, their similarities & differences.	- Students will complete an online scavenger hunt base on the web page http://www.sheppardsoftware.com/oceania_geography.htm	- Completion of the assignment - Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What island nations are found in the Pacific Ocean? What is our relationship (if any) to them? What are these island nations like (political, geographical, geological, cultural, & demographic information needed)?
The Settlement of Polynesia	II. Time, Continuity & Change	b) Apply key concepts such as time, chrono., causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. c) Id. and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions. d) Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a var. of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.	Theories of Polynesian Navigation and settlement of Pacific Islanders	- Web site review - related worksheet - settlement puzzle	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> Where did Hawaiians come from? What evidence is there to support or refute these theories? What order were the islands of Polynesia settled in and what evidence is there of this?
Ke Kalai Wa‘a ‘Ana	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns. c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	Canoe building & parts (reading, ws, puzzle)	- Identify the parts of the canoe through the use of a puzzle. - Reading about how canoes were built, - Worksheet or audio interview	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> How did Hawaiians build voyaging canoes? What materials were used in the building of canoes? What are the parts of a canoe?
	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes			

Unit 2	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Voyaging	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	PVS website search to learn about voyaging with out the aid of modern navigational instruments, accounts of modern day voyagers. Voyaging Simulation or Quiz	- Voyaging: What Would it be Like? Ws – Student opinions - Search PVS website & complete accompanying worksheet. - Completion of voyaging simulation & Digital Reflection Or - Quiz in Blackboard	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> How did Polynesians travel vast expanses of open ocean with out the aid of modern navigational equipment? What is it like to be on a voyage today? How is it different from when ancient Hawaiians did it? <ul style="list-style-type: none"> What would it be like for me to go on a voyage? What would it take for me to be successful?
	II. Time, Continuity & Change	b) Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. c) Identify and describe significant historical periods and patterns of change with in and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions. d) Calculate distance, scale, area, and density, and distinguish spatial distribution patterns.			
Hawaiian Views of Origin	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	Kumulipo & Haloa. Students will learn about the traditional Hawaiian view of creation.	- PPT Lecture & worksheet - Discussion board posting	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What beliefs do/did Hawaiians hold in terms of creation? How did the first Hawaiian man come to be?
Final Assessment	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes	Video on importance of place, research project	- Discussion board posting - Interview based research project with family	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What important connections/conclusions can you draw from looking at your family’s history of migration? What is the importance of place to Hawaiians? What is the importance of place to us today?
	IV. Individual Development & Identity	a) Articulate personal connections to time, place, and social/cultural systems.			

Unit 3 : Ko Kākou Hawai`i Nei

Description: After a quick review of the process of island formation, unit 3 will focus on the unique ecological aspects of the Hawaiian Islands (including the NW Hawn Islands) and the need to prevent further loss of endangered species as well as to examine the traditional Hawaiian view of their physical world in terms of land divisions and zones.

Unit 3	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Our Unique Home	III. People, Places & Environment	e) Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population. k) Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.	Students will learn basics about biogeography, conservation, ecology, and geography of Hawai`i.	- Web site search and worksheet	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What make the Hawaiian Islands so unique from an ecological stand point?
	VII. Production, Distribution, Consumption	a) Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.			
Conservation	III. People, Places & Environment	k) Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.	Continuing from the previous lesson, students will learn about alien pests & invasive species threatening Hawai`i's native wildlife & fauna.	- Web site search - Worksheet - Possible Field Trip as a culminating activity for this unit.	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What measures are being taken to protect Hawai`i's unique flora & fauna, and what can I do to help?
NW HI Islands	III. People, Places & Environment	e) Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population. f) Use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena.	Learn basic information about the NW Hawaiian Islands such as location, topography, preserve, etc.	- Web site search - Worksheet or audio recording -	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What are the NW Hawaiian islands? Where they important to our kupuna? If so how? Are they important to us today? If so how?
Nā Mokupuni	III. People, Places & Environment	g) Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.	Information about the 8 main islands of Hawaii such as size, population, color, flower, songs, geographical features, alii, etc.	-PPT presentation about island facts -Students create audio recording in Hawaiian about the island they live on.	Clear and concise answers that show understanding and the ability to answer the following question through Course Content assignments & Activities: <ul style="list-style-type: none"> What basic information should I know about each of the main Hawaiian islands?

Unit 3	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Land Divisions & Vegetative Zones	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes i) Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.	Hawaiian view of the world around them, divisions of land, space, and vegetative zones.	- PPT – Hawn Land Divisions - Worksheets	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> How did the Hawaiians of old divide the space around them & what were they named?
Nā Moku	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes i) Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.	Students will learn more about the districts of their island, with a specific focus on their own district.	Students find the districts of their island & complete a “decades” study of changes in the area & present findings in a Power Point.	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What were the traditional Hawaiian physical boundaries like? What are they called? How are they similar or different from today?

Unit 4: Ka ‘Āina, Ke Kai

Description: Unit 4 will examine the day to day life of ancient Hawaiians in terms of fishing techniques and farming techniques, as well as resource management, and the study of subsistence economies.

Unit 6	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Kalo	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	The importance of taro in the Hawaiian culture. Growing & using taro.	- Power Point Lecture - Worksheet	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> How was kalo traditionally grown & prepared? What are some of the traditional protocols that surround it?
	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes			
Nā Mea Kanu	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	Plants & their traditional uses (quick research).	- Guess what various artifacts were used for & what they were made of (pictures) PPT - Research other plants & their uses	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What plants were used by ancient Hawaiians and what were they used for?
	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes			

Ka Lawai'a	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	Traditional Hawaiian methods of fishing.	- Reading -Worksheet	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> ▪ What are traditional fishing methods and what tools were used?
	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes			
Loko I'a	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	Fishponds of Hawai'i.	- Virtual Field Trip - Discussion Board Posting or - Worksheet	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> ▪ What is a fish pond? ▪ How does it work?
	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes			
Land & Resource Management	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns.	Subsistent Economy & Kapu system.	- Reading - Worksheet.	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> ▪ How did Hawaiian use natural resources in daily life for sustenance? ▪ How did Hawaiians practice resources management?
	III. People, Places & Environment	k) Propose, compare, and evaluate alternative policies for the use of land and other			
	VII. Production, Distribution, Consumption	a) Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.			
Final Assessment	III. People, Places & Environment	h) Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, and cultural transmissions of customs and ideas, and ecosystem changes k) Propose, compare, and evaluate alternative policies for the use of land and other	Subsistent Economy, application of traditional practices today	- Short Essay Questions	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> • What was the traditional Hawaii view about his/her environment? • Why was it import to conserve resources? • How did traditional practices insure that resources were not wasted? • How can we use these ideas today?

Unit 5: Ka Po`e Kahiko

Description: Unit 5 will provide a brief survey of the ancient religion of Hawai'i as well as societal structure and leisure time.

Unit 5	Content Standard	Benchmarks	Course Content	Activities/Assessments	Assessment
Nā Akua	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns. c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	4 main gods, aumakua & Lesser gods A look at hula and its history	- Power Point Lecture - Worksheet or audio recording - web site review & worksheet	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> How did traditional Hawaiian religion function? What is hula? How has it changed from past to present?
Ka Ho`omana	I. Culture	a) Analyze and explain the ways groups, societies, and cultures address human needs and concerns. c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	Places of worship - Heiau	- Discussion Board Posting - Reading - Matching Game - Heiau Location in district	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> Where did Hawaiians worship & how?
Class System	V. Individuals, Groups, & Institutions	a) Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.	Roles of people in Hi Society	- Power Point Lecture - Worksheet or collage	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> What were the different class systems in Hawai'i & what were their roles?
	VI. Power, Authority, & Governance	c) Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.			
Ali'i	IV. Individual Development & Identity	c) Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. d) Apply concepts, methods, and theories about the study of human, growth and development, such as physical endowment, learning, motivation, behavior perception, and personality. e) Examine the interactions of ethnic, national, or cultural influences in specific situation or events.	Research the life of one famous chief of Hawai'i. Students will have a list that they can select from & will not be allowed to research the same ali'i as another student.	- Story of Umi - Worksheet or audio recording - Power Point - Discussion Board	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> Who were some of the ali'i of Hawai'i? What were they like? What did they do?

Unit 5	Content Standard	Benchmarks	Course Content	Activities/Assessments	Assessment
'Ohana	V. Individuals, Groups, & Institutions	a) Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.	Students will learn about the roles of family members and traditional family values. Students will learn about the traditional practice of genealogical recitation	- Comparison worksheet - Recite and record own genealogy in Hawaiian	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> ▪ What was the traditional 'ohana like? ▪ Where did they live? ▪ What rules governed their interactions with one another? ▪ How did the 'ohana function? ▪ What was the importance of genealogy in old Hawai'i.
Recreation	I. Culture	c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	Students will learn about various sports & games that were played in old Hawai'i.	PowerPoint & Puzzles	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> ▪ What are games and sports that were practiced by Hawaiians? ▪ What materials were used in these activities? ▪ How are they played? ▪ How do they compare to games played today?
Final Assessment	I. Culture	c) Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.	Students will reflect on what they learned in the unit & draw connections to today	- Reflection questions - Survey	Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities: <ul style="list-style-type: none"> • Compare the following traditional practices to practices that you are familiar with that take place today: Religion, places of worship, and government structure.

Resource Lists

<p>Unit 1: Introduction</p> <ul style="list-style-type: none"> ▪ Mo’olelo – Ka Hopena o ke pī ▪ Mo’olelo – Hinaikeahi, Hinaikawai http://www.hawaii.rr.com/leisure/reviews/tammy_yee/hhill.htm ▪ Article on Importance of Hi Cult ▪ Then There Were None 	<p>Unit 2: Migration</p> <ul style="list-style-type: none"> ▪ Kon Tiki Reading ▪ Settlement Reading ▪ http://academic.brooklyn.cuny.edu/geology/leyeson/core/links/atlong_menu.html ▪ http://www.nationalgeographic.com/xpeditions/atlas/ 	<p>Unit 3: Voyaging & Origin</p> <ul style="list-style-type: none"> ▪ http://www.pvs-hawaii.com/ ▪ http://www.pacificarchivings.com 	<p>Unit 4: Geology & Ecology</p> <ul style="list-style-type: none"> ▪ http://hawaiiireef.noaa.gov/ ▪ http://www.hawaii-forest.com/geology.html ▪ http://www.cincinnati.com/nie/archive/12-07-04/ 	<p>Unit 5: Land Division</p> <ul style="list-style-type: none"> ▪ Hawaiian Antiquities by David Malo ▪ Moanalua Gardens Foundation <ul style="list-style-type: none"> – Let’s go voyaging curriculum – Ahupua’a reading.
<p>Unit 6: Ke Kai & Ka ‘Āina</p> <ul style="list-style-type: none"> ▪ Bishop Museum Website photographs ▪ http://ksdl.ksbe.edu/hewa/index.html 	<p>Unit 7: Religion & Society</p> <ul style="list-style-type: none"> ▪ Mo’olelo ▪ Hawaiian Antiquities by Malo ▪ The People of Old by Kamakau ▪ The Works of the People of Old by Kamakau ▪ The Polynesian Family System in Ka’ū by Pukui 	<p>Unit 8: Recreation</p> <ul style="list-style-type: none"> ▪ Hawaiian Antiquities by Malo ▪ Hawaiian Games by D. Kilolani Mitchell 	<p>Unit 9: Independent Projects</p> <ul style="list-style-type: none"> ▪ Various Resource – student selected 	<p>Other Valuable Resources</p> <ul style="list-style-type: none"> ▪ Atlas of Hawai’i ▪

Software

- Audacity
- MS Word
- MS Excel
- MS PPT

Hardware

- Computer, headset