

Kamehameha Schools 'Ike Hawai'i Distance Learning Program

Course Syllabus: Hawaiian Culture

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:

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	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. - Guess who activity (try to match picture to introduction)	Participation in the activities
Test Your Knowledge	IV. Individual Development & Identity	b) Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.	Survey of prior knowledge – important names, dates, & events in Hawaiian History	- Play trivia game to assess prior knowledge	Completion of game (not score). Scores will represent how much they already know about the culture & give the instructor a point of reference for each student.
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. - Completion of accompanying worksheet. (MS Word) - Students produce sound bytes, to practice pronunciation. (Audacity)	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 2 mo`olelo that demonstrate Hawn. values & answer questions - Participation in D.B. posting	- 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.	- Interview family members - Define culture. Give examples of culture. Why is culture important? How do you see culture fitting in to your life? Discussion Board. - Article on importance of Hawn Cult./Lang. Worksheet. - Video: Then There Were None & Reflection	- Students will express their views about the importance of language and culture through activities that target the following questions. ▪ 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: Ne'ekau

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. This will lead into the study of Polynesian migration and the reasons behind it.

Unit 2	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Longitude & Latitude	III. People, Places & Environment	a) Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape. d) Calculate distance, scale, area, and density, and distinguish spatial distribution patterns.	Review of Long/Lat & map reading	- Review concepts & take quiz at: http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/latlongmenu.html - Play Crack the Code Activity at: http://www.nationalgeographic.com/xpeditions/atlas/	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"> How do I use longitude and latitude to describe the location of various island nations with in the Pacific Ocean as well as areas at home?
Pacific Island Nations	I. Culture	d) Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.	Research – share findings w/classmates	- Students will work with a partner to research information about Pacific Island Nations & present it to their classmates in the form of a PPT. <ul style="list-style-type: none"> Location People Culture Geography Economy Politics Etc. - Complete a worksheet while viewing classmate's PPTs. - Discussion Board Posting	- Completion of the project with accurate information - 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)?
	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. 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. 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			

Theories of Migration	II. Time, Continuity & Change	<p>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.</p> <p>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.</p>	Kon Tiki, Indo-Malay, N. America	<p>- Readings with question & answer worksheet about theories of where the Polynesians came from and why.</p> <p>- Discussion Board posting on their thoughts</p>	<p>Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities:</p> <ul style="list-style-type: none"> ▪ Where did Hawaiians come from? ▪ What evidence is there to support or refute these theories?
The Settlement of Polynesia	II. Time, Continuity & Change	<p>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.</p> <p>c) Id. 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.</p>	Order of settlement	<p>- Reading w/worksheet</p> <p>- Settlement Puzzle</p>	<p>Clear and concise answers that show understanding and the ability to answer the following questions through Course Content assignments & Activities:</p> <ul style="list-style-type: none"> ▪ What order were the islands of Polynesia settled in and what evidence is there of this?

Unit 3 : Holomoana

Description: 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 3	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
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, and with what materials. - 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 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			
Voyaging with out Instruments	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.	- Search PVS website & complete accompanying 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 Polynesians travel vast expanses of open ocean with out the aid of modern navigational equipment?
	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.			

On a Voyage	II. Time, Continuity & Change	d) Calculate distance, scale, area, and density, and distinguish spatial distribution patterns.	PVS website search to read accounts of modern day voyagers.	- Search PVS website & complete accompanying worksheet(s).	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 it like to be on a voyage today? ▪ How is it different from when ancient Hawaiians did it?
Voyaging Game	II. Time, Continuity & Change	d) Calculate distance, scale, area, and density, and distinguish spatial distribution patterns.	Complete a voyaging simulation.	- Completion of voyaging simulation & Digital Reflection - 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"> ▪ What would it be like for me to go on a voyage? ▪ What would it take for me to be successful?
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?

Unit 4 : Kālaikāiaola

Description: After a quick review of the process of island formation, unit 4 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.

Unit 4	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
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.	- Website search & worksheet - Online conservation game	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?
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.	- Website search and tworksheet	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.	- website 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?

Unit 5 : Māhele ‘Āina

Description: Unit 5 will examine the traditional Hawaiian view of their physical world in terms of land divisions and zones.

Unit 5	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.	- Reading & worksheets - Maps/drawings	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 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.	- Students use The Atlas of Hawai'i & the internet to find info about each of the islands	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?
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. Students will work in groups of 3.	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 6 : Ka ‘Āina, Ke Kai

Description: Unit 6 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 artifacts & find out what plants were used to make them.	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.	- 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"> ▪ 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.	- Power Point Lecture - Virtual Field Trip	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.	- Power Point Lecture or Reading - 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"> 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.			

Unit 7: Ka Po`e Kahiko

Description: Unit 7 will provide a brief survey of the ancient religion of Hawai'i as well as societal structure.

Unit 7	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	- Power Point Lecture - Stories & Legends - 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"> How did traditional Hawaiian religion function?
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	- Power Point Lecture - Drawing	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	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
	VI. Power, Authority, &	c) Analyze and explain ideas and mechanisms to meet needs and wants of			

	Governance	citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.			their roles?
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.	- Write a Biographical essay of one of the ali'i of Hawai'i.	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?
'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.	- Power Point Lecture - Interview Parent & Grandparent and make comparisons. Post in 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"> ▪ What was the traditional 'ohana like? ▪ Where did they live? ▪ What rules governed their interactions with one another? ▪ How did the 'ohana function?

Unit 8 : Nā Hana Ho'onānea

Description: Recreational games and sports will be analyzed in unit 8.

Unit 8	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Sports	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 that were played in old Hawai'i.	Reading & 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?
Games	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 games that were played in old Hawai'i.	Power Point & Puzzles	

Unit 9: Papahana Pono'i

Description: Varying topics of interest related to the Hawaiian culture, as selected by students for individual study.

Unit 9	Content Standard	Benchmarks	Course Content	Activities/Assignments	Assessment
Research Project & Presentation	Varied Based on Student Selections	Varied Based on Student Selections	Varied Based on Student Selections - (Subject areas to study further or that have not been covered)	Student generated 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 area of the Hawaiian Culture would I like to study further? ▪ What do I want to know about it? ▪ How will I share my knowledge with others?