

NOTING THE CORRECT SEQUENCE OF EVENTS

Noting the correct **sequence**, or order, of events in a story helps you to understand and remember the information it contains.

Read the section on "**Selection.**" As you read, note the sequence of events that the Hawaiians followed when selecting a tree for their canoe. Then, number the events below from **1 to 11** to show the correct order in which they occurred. The first one has been done for you.

___ He watched for an 'elepaio bird.

___ The kahuna k̄alai wa'a offered a black pig, coconuts, red fish, and 'awa to his gods.

1 A man told the kahuna k̄alai wa'a about a koa tree he had seen in the forest.

___ The kahuna k̄alai wa'a and his assistants slept at the base of the koa tree.

___ They began to prepare for the felling, or the cutting of the tree.

___ He dreamt of a clothed man or woman.

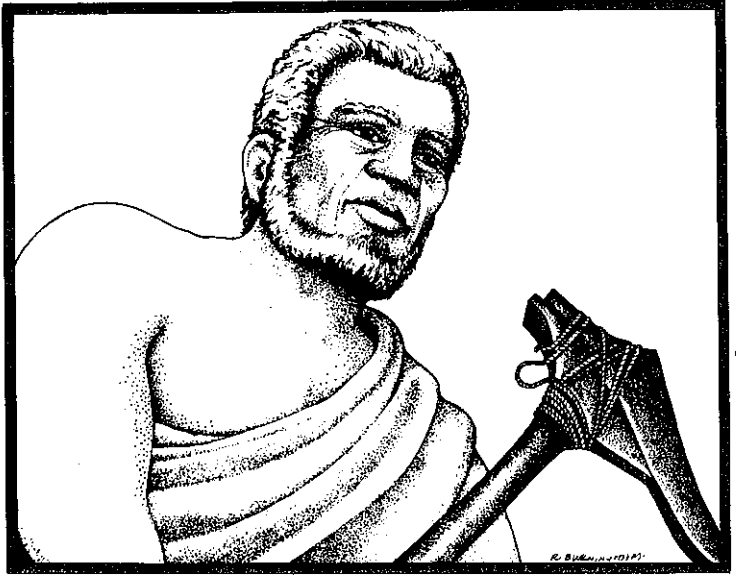
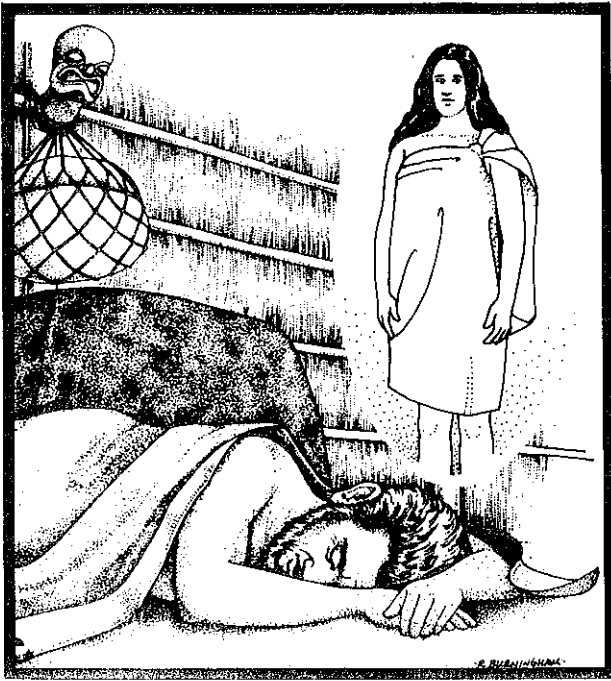
___ The kahuna k̄alai wa'a slept before the ahu in the hale mua.

___ He went into the forest to see the koa tree he had been told about.

___ They baked and ate the black pig.

___ The 'elepaio did not land on that particular koa tree.

___ They examined the tree to determine how long the canoe would be, and where the hollow part and the bottom of the vessel would be.



2.

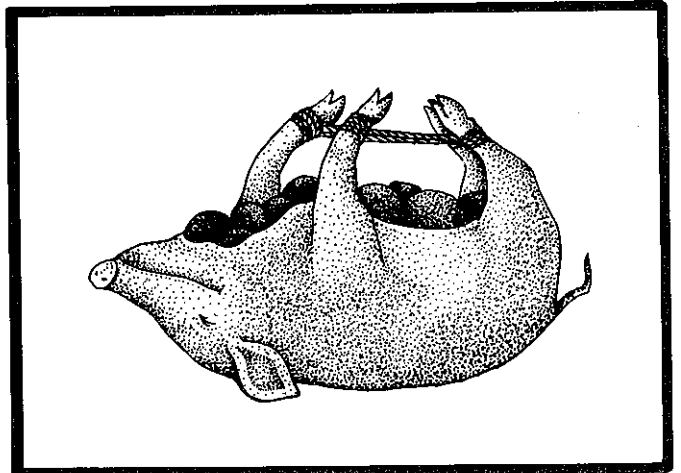
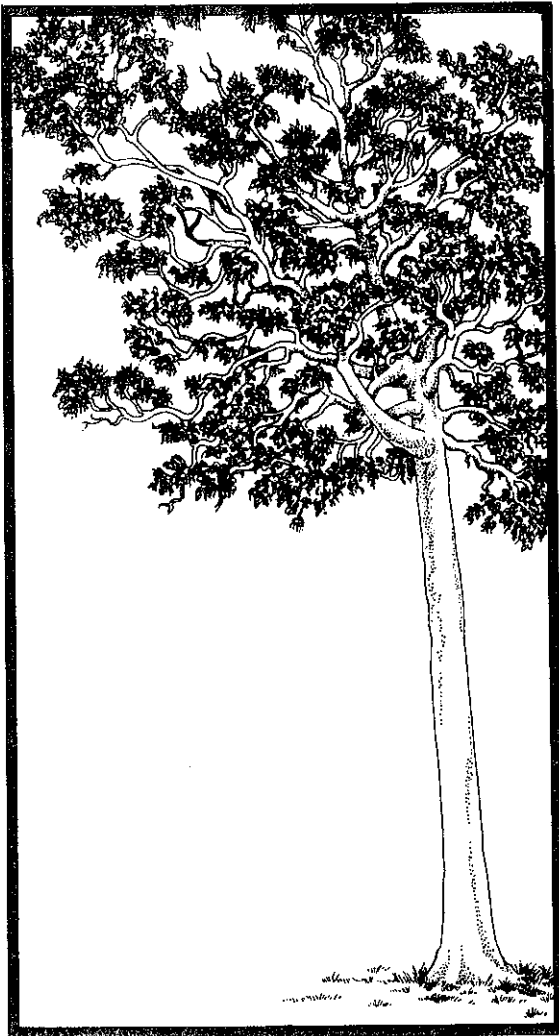
1.

Identify each picture (ki'i) with the correct Hawaiian term from the list below:

- 'elepaio
- kahuna kalai wa'a
- kumula'au koa
- moe'uhane
- pua'a hiwa



3.



5.

4.

WORD SCRAMBLE

Read the section on "Felling." Then, unscramble these Hawaiian and English vocabulary words. Be sure to use the correct diacritical markings. Remember that a glottal stop, or *'okina* (‘), takes one space.

1. H A A N U K / I Ā A K L / ‘ A W A
_ _ _ _ _ / _ _ _ _ _ / _ _ _ _ _
2. Ā L L Ā / H A M A K E E L
_ _ _ _ _ / _ _ _ _ _
3. ‘ O I K _ _ _ _ _
4. P Ā H U ‘ U _ _ _ _ _
5. K Ā ‘ I K I ‘ U H U _ _ _ _ _
6. L O A M _ _ _ _ _
7. E I ‘ ‘ E I _ _ _ _ _
8. Z E A D _ _ _ _ _
9. F S S C R A _ _ _ _ _
10. N A C O E _ _ _ _ _
11. A L T O O I C N _ _ _ _ _
12. F L I N G L E _ _ _ _ _
13. N E R F _ _ _ _ _
14. R E C M O N E Y _ _ _ _ _

VISUALIZING

Visualizing the characters, setting, and events in a story helps you to better understand the story.

Re-read the **last** paragraph in the "**Felling**" section. Think about what you have just read. Then, in the space below, draw a scene from that paragraph the way you imagined it to have occurred.

CREATING ACROSTIC DESCRIPTIONS

An **acrostic description** is formed when the first letters of a series of **adjectives** spell out the **noun** being described. Here is an example of an acrostic description:

S **a l t y**
E **n e r g i z i n g**
A **n g r y**

Create acrostic descriptions for the words spelled out vertically below.

1. **K**

O

A

T

R

E

E

2. **A**

D

Z

E

3. **F**

E

R

N

COLOR AND COMPLETE

Here is a black and white illustration of a *kahuna k̄alai wa'a* standing by a rough-hewn canoe in the forest. Imagine the scene in "real life" color. Complete the scene by coloring in the picture the way you imagine it to appear.



NOTING IMPORTANT DETAILS

Reading slowly and carefully helps you to note and remember important details.

Read the section on "**Hewing**" slowly and carefully. Note and remember as many important details as you can. Then, answer the questions below. Try to write your answers without looking back at the reading. When you have answered all the questions, quickly reread "**Hewing**" to check your answers.

1. The hewing, or rough shaping, of the canoe began with the **exterior** of the tree. Which parts of the tree were hewn first?

2. What is the **front** part of a canoe called? Give both the English and Hawaiian terms.

3. What is the **back** part of a canoe called? Give both the English and Hawaiian terms.

4. Who determined what the measurements of the interior of the canoe hull would be?

5. What was the purpose of hewing a *maku'u*?

6. What is the Hawaiian term for an unfinished canoe hull?

FILL IN THE BLANKS

Read the section on "Hauling." Then, fill in the blanks in the statements below. Choose a word or phrase from the **Word Bank** at the bottom of the page. Each word or phrase is used only once.

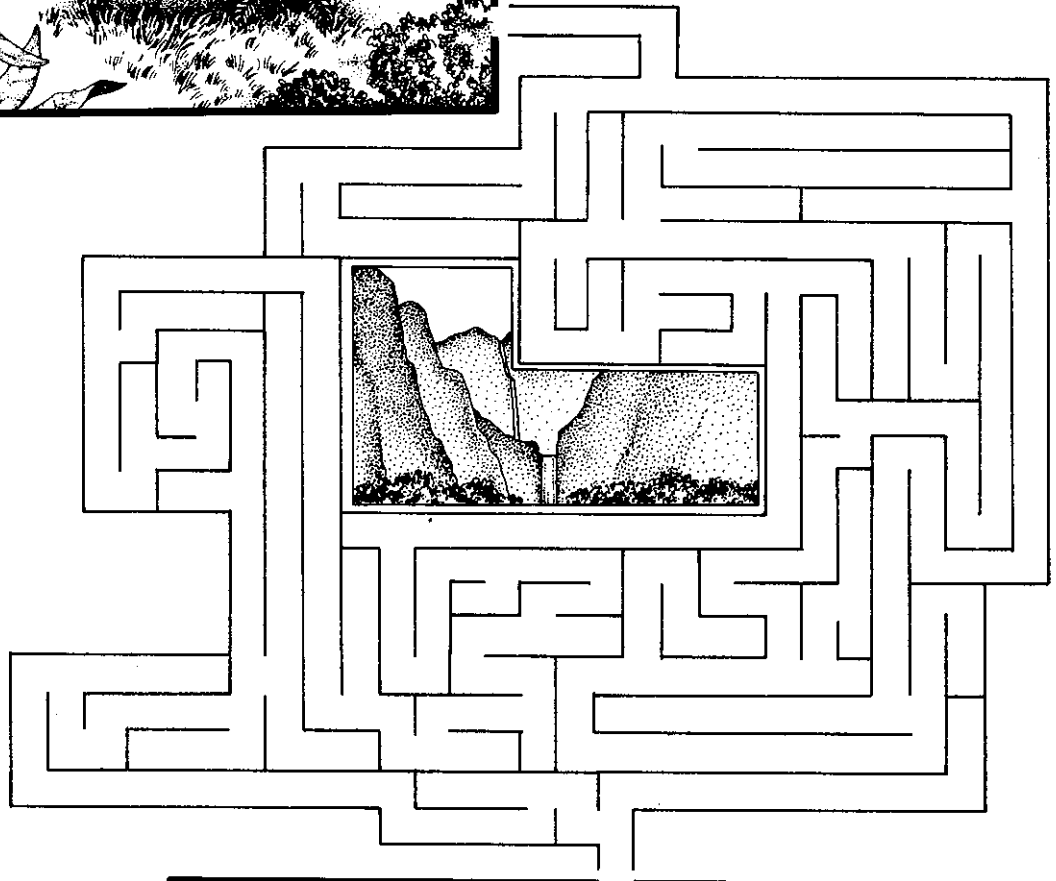
1. Hauling the _____, or the unfinished canoe, down to shore was a difficult job.
2. Hauling the hull from the forest to the sea could take from one day to several _____.
3. The kahuna kālai wa'a conducted a ceremony called _____ in which he prayed to the gods to protect the hull as it was hauled.
4. The maku'u was the _____ of the canoe.
5. Attached to the maku'u was a towing rope called the pū or the _____.
6. The men who were responsible for keeping the nose of the hull on the right course were called _____.
7. Pale wa'a literally means "canoe _____."
8. The canoe was hauled _____, or back end, first.
9. Ku'alanawao, Kumokuhali'i, and _____ were names of canoe-building gods.
10. The kahuna kālai wa'a performed an improvised and conversational chant called a _____.

WORD BANK

kaula kō	paha	protector	neck
months	ka'ele	stern	pū i ka wa'a
kānaka kā'ili'ili			Kūholoholopali



Help the hard-working canoe haulers find their way to the *hālau wa'a* down at the shore. Beware of steep cliffs, slippery slides, and other obstacles!



COMPOSE A PAHA

As the unfinished canoe (*ka'ele*) was hauled down to the shore, the *kahuna kalai wa'a* performed a conversational chant (*paha*) that encouraged the canoe haulers along their way. Here is an example of a paha:

Kīauau, kīauau!	Haul, haul!
Hukiauau, hukiauau!	Pull on, pull on!
Koauau, koauau!	Draw on, draw on!
Ho'omalo ke kaula!	Keep the rope taut!
Moku a ke kaula!	Keep the rope in position!

Imagine that you are a *kahuna kalai wa'a*. As your assistants haul a *ka'ele* to the seashore, you must perform a paha. In either Hawaiian or English, write what your "words of encouragement" to your workers might be.

A CROSSWORD PUZZLE

ACROSS

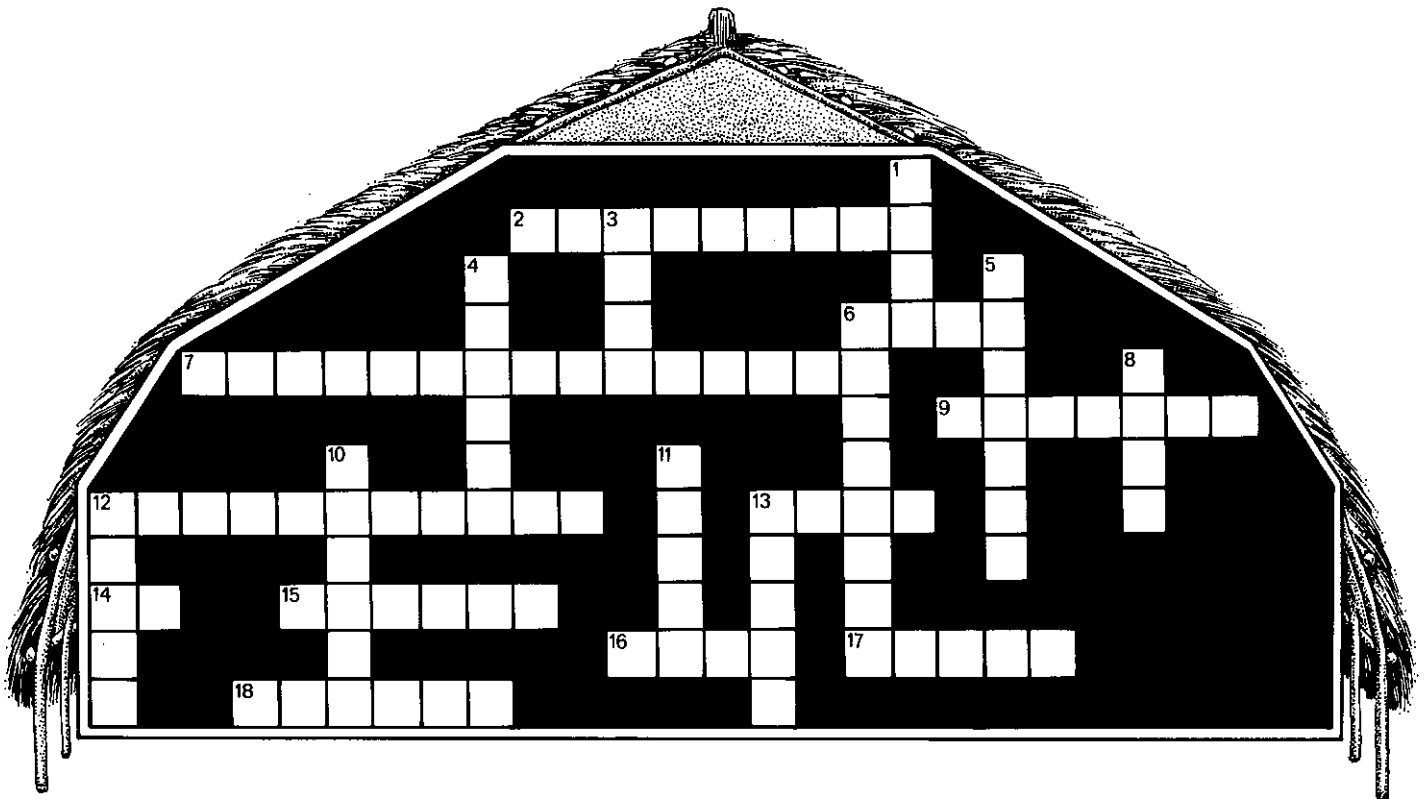
2. Canoe house (2 words)
6. Breadfruit
7. Rubbing stones (3 words)
9. Two terms for the canoe hull were *kino* and _____.
12. Two terms for the swivel-headed adze were *ko'i 'awili* and _____.
13. General term for adze
14. Ti plant
15. Neck of the canoe
16. Pandanus leaves were called *lau* _____.
17. If a canoe was red in color, it belonged to an _____.
18. After most of the *maku'u* was cut off, this small section was left.

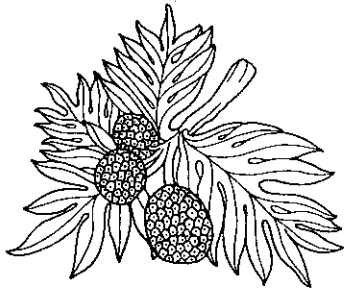
DOWN

1. Finely-carved end pieces of the canoe.
3. Wooden blocks for canoes were called '*aki* or _____.
4. Black paint
5. Coconut husk (2 words)
6. Name of sedge which made a fine mesh.
8. Gunwales
10. This gave paint a reddish color.
11. Banana
12. Candlenut
13. Only the *kahuna* _____ *wa'a* and his apprentices did finishing work on the canoe.

HINTS: 1) All answers are in Hawaiian.

2) An '*okina*, or glottal stop ('), takes **one** space.

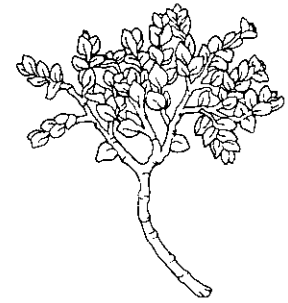




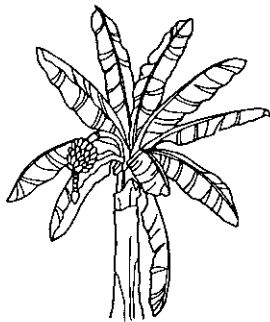
1. Dried leaf sheaths from the _____ tree were used as fine sandpaper.

Read the section on "Finishing." Then read the incomplete captions for each illustration. Fill in the blanks with each tree or plant's correct Hawaiian name. Choose a term from the list below:

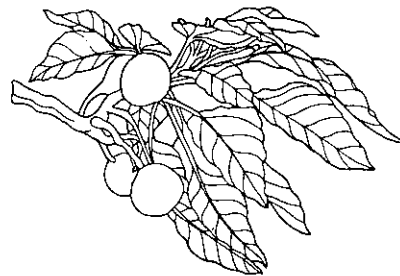
- | | |
|--------|----------|
| 'akoko | mai'a |
| hala | niu |
| ki | 'ulu |
| kukui | wiliwili |



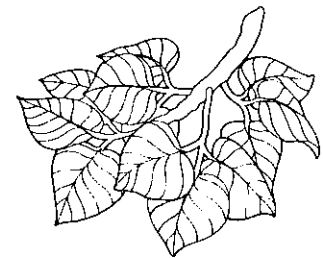
2. The buds and twigs of the _____ shrub produced a juice from which a black paint (pa'ele) was formed.



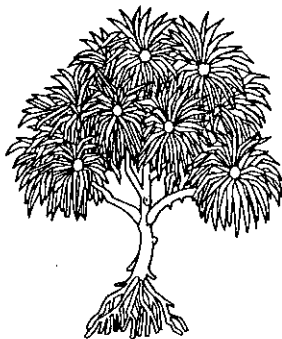
3. A juice was obtained from the flowers and buds of the _____ plant and used to make pa'ele.



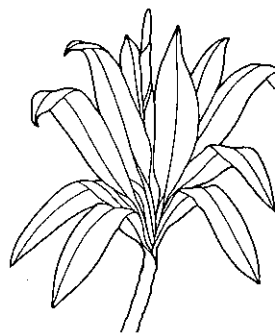
4. The red, inner bark from the roots of the _____ tree was used for pa'ele.



5. Burnt _____ wood yielded a fine charcoal powder.



6. Burnt leaves from the _____ tree produced a fine charcoal powder.



7. The pounded root of the _____ plant produced a juice that, when added to the pa'ele, made the paint colorfast.



8. The paint was applied with the husk (pulu) from the _____ .

HELPING TO MAKE A CANOE

Given your own skills, talents, and interests, what role would **you** have played in the making of a canoe? Here are a few **suggestions**:

kahuna k̄alai wa'a - canoe-building specialist

k̄okua - assistant to the kahuna k̄alai wa'a

p̄ale wa'a - canoe hauler

k̄a ko'i - adzemaker

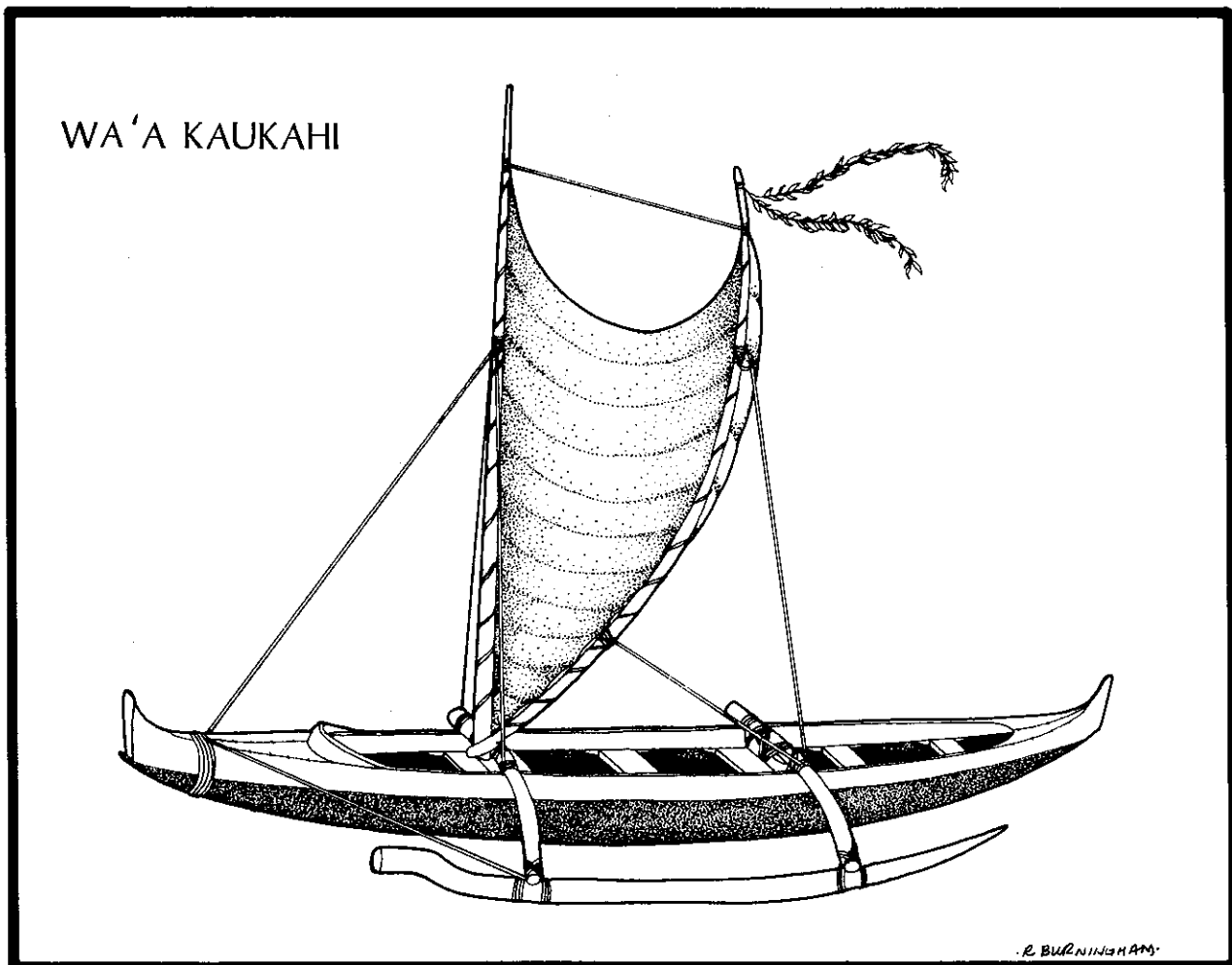
State your "job title." Draw a picture of yourself while "on the job." Describe what you are doing and tell why you are important in the canoe-building process.

FOLLOWING DIRECTIONS

You will need several colored pens or pencils to complete this worksheet.

Read the section on "Parts of the Canoe." Pay close attention to the diagrams of both the single and double canoes (*wa'a kaukahi* / *wa'a kaulua*). Then carefully read and follow the directions below.

1. Color the *ama* brown.
2. Color the *'iako* green.
3. Color the *lei hulu* red.
4. Color the *lā* blue.
5. Color the *kia* orange.
6. Color the *paepae* purple.
7. Color the *nohona* yellow.
8. Shade the *kino* black.



VOCABULARY CHECK

How well do you remember your Hawaiian vocabulary from the section on "Consecration and Launching?" Each Hawaiian word or phrase in Column A has a corresponding English word or phrase in Column B. Fill in the blanks in Column A with the appropriate letters from Column B.

Column A	Column B
_____ 1. lolo 'ana ka wa'a i ka hālau	a. canoe
_____ 2. "lolo 'ana ka wa'a"	b. ceremonial coconut
_____ 3. wa'a	c. canoe consecration ceremony
_____ 4. hālau wa'a	d. dog
_____ 5. pua'a hiwa	e. "imparting brains to the canoe"
_____ 6. kumū	f. taro
_____ 7. niu hiwa	g. family gods
_____ 8. 'ilio	h. canoe-building specialist
_____ 9. 'uala	i. black pig
_____ 10. kalo	j. canoe house
_____ 11. kahuna kālai wa'a	k. a certain type of red fish
_____ 12. 'aumākua	l. sweet potato

HE 'ŌLELO NO'EAU (A PROVERB)

An 'ōlelo no'eau is a Hawaiian proverb or wise saying. Here is an 'ōlelo no'eau for the Hawaiian canoe:

Nakaka ka pua'a, naha ka wa'a.	The pig cracks, the canoe breaks.
Aukahi ka pua'a, manalo ka wa'a.	Perfect the pig, safe the canoe.

This 'ōlelo no'eau refers to the occasion when a new canoe was launched. At such a time, a pig was roasted as an offering to the gods. Supposedly, if the skin of the baked pig cracked, bad luck would follow the canoe. However, if the pig was perfectly baked, the canoe would last for a long time.

Think of a proverb or wise saying (in either Hawaiian or English) that you would give as advice to a canoe builder or an owner of a new canoe. What are your reasons for passing on such "wise advice?" Explain below.

WRITING CINQUAINS

A **cinquain** is a five-line stanza. Here is an example of a simple cinquain:

Kahuna k̄alai wa'a	(Noun)
Wise, skilled	(2 adjectives)
Observed, guided, prayed	(3 verbs)
Builder of canoes	(5-syllable phrase)
Specialist	(Synonym for above noun)

Write an original cinquain for a **kahuna k̄alai wa'a** following the pattern used in the example above.

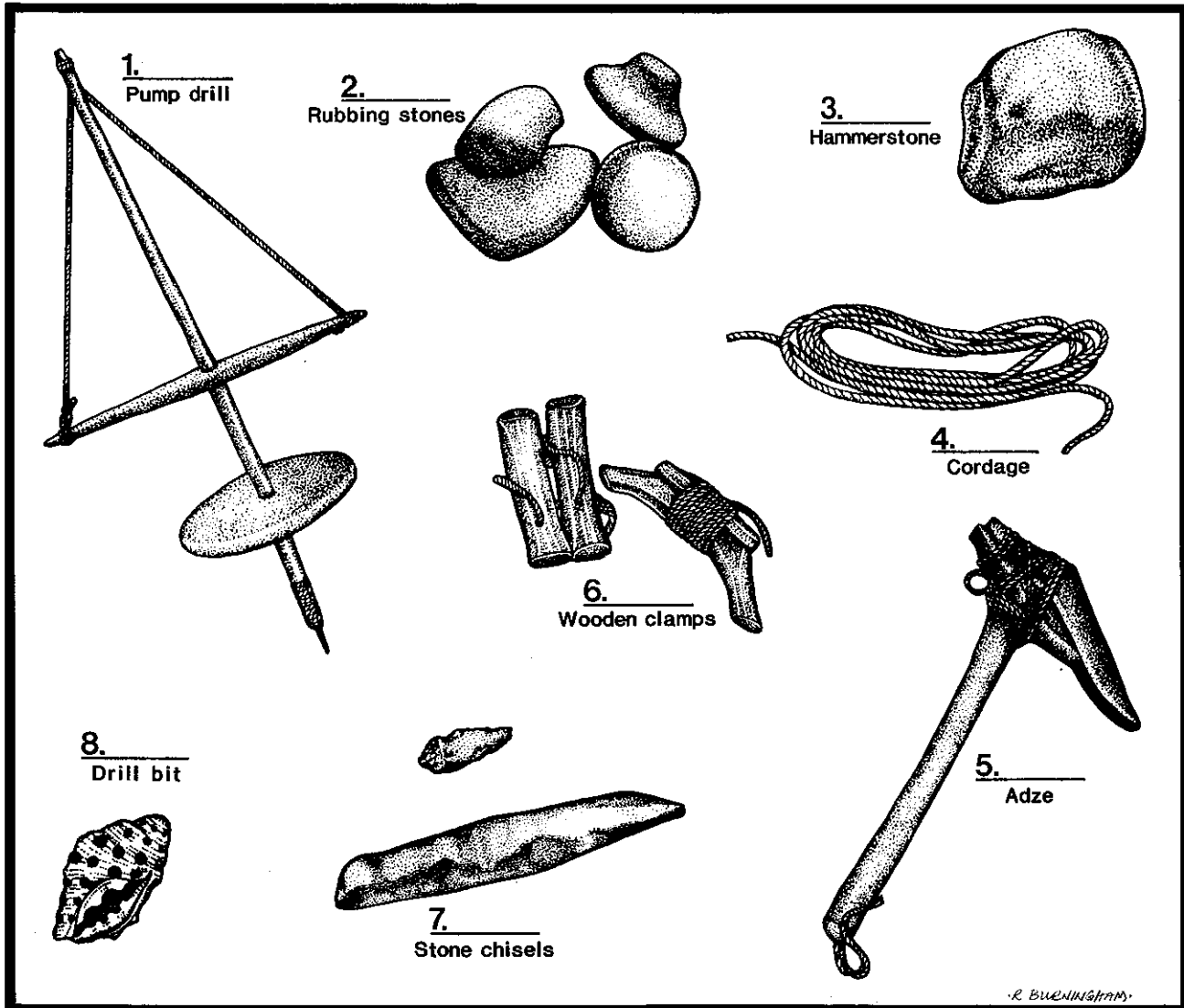
Kahuna k̄alai wa'a

Write a cinquain for a **canoe**.

Canoe

Write a cinquain for **yourself**.

TOOLS FOR CANOE-BUILDING



Read the section on "Tools." Study the illustrations above. Then, fill in the blanks with the appropriate letters corresponding to the names of the tools listed below:

- | | |
|--|--|
| <ul style="list-style-type: none"> a. 'aha b. ko'i c. pupū d. nao wili | <ul style="list-style-type: none"> e. pōhaku 'ānai wa'a f. pōhaku kāpili wa'a g. pōhaku pao h. puki'i wa'a/kaumo'o |
|--|--|

READING A DIAGRAM

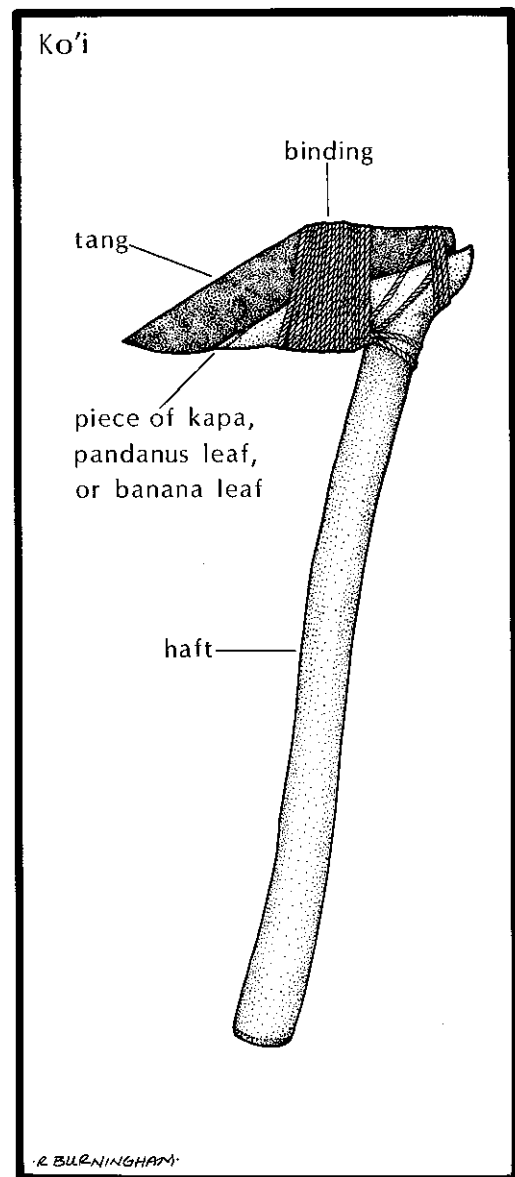
Reading a diagram that accompanies a reading selection helps you to understand and remember the information it contains.

Re-read the first two pages in the section on "Tools." The diagram of **Ke Ko'i** will also help you to answer the questions below.

Ke Ko'i (The Adze)

1. The adze head was also called the _____.
2. The adze handle was also called the _____.
3. Why was the binding considered an important part of the ko'i?

4. What part of the ko'i was made of basaltic stone? _____
5. What part of the ko'i was made from hau or olopua wood? _____
6. The binding was usually made from the fibers of the _____ or the _____ plant.
7. Why was a piece of kapa, pandanus (hala) leaf, or banana (mai'a) leaf placed between the tang and the haft?



"WHAT AM I?" RIDDLES

Read the section on "Parts of the Canoe." Then, identify the eight different canoe parts that are described in the paragraphs below. Answer each "What am I?" riddle with the correct term from the **Word Bank**.

WORD BANK

lā/pe'a

ama

kia/pou

pola

kino/kuamo'o

'iako

lei hulu

mo'o

1. I am the major part of the canoe. I prefer to be made with *koa* wood. What am I? _____
2. I give extra height to the hull. By adding me onto the hull, I prevent water from entering the canoe. Among the many woods used in my construction are *'ahakea*, *'ulu*, and *koa*. What am I? _____
3. I am located near the highest point of the canoe. I indicate to the crew the direction of the wind and how fast the canoe is traveling. What am I?

4. I am usually made of finely-plaited *lau hala* matting. I am especially helpful to the canoe when it is sailing downwind. What am I? _____
5. I am built for a double canoe. I provide space and shelter for passengers and their gear. I am usually made from *'iliahi* wood. What am I?

Choose a term from the **Word Bank** that you have not already used. Make up a riddle for that particular canoe part. Write your riddle below.

DESIGN A SAIL

The shape of a Hawaiian sail (*lā / pe'a*) resembled the claw of a crab. The sail of a chief (*ali'i*) was decorated with a design that was created especially for that person. Imagine that you were an ali'i. What would your sail have looked like? Design and draw a sail that is uniquely yours.

TRUE OR FALSE

Read the section on "Types of Canoes." Then read the statements below and determine if they are true or false. Write a T before each statement that is true and an F before each statement that is false.

- _____ 1. There were many types of canoes (wa'a) in Hawai'i.
- _____ 2. A canoe with one hull was called a wa'a kaulua.
- _____ 3. The most common canoe in Hawai'i was the outrigger canoe.
- _____ 4. The *Hōkūle'a* is a double-hulled canoe.
- _____ 5. The *pukolu*, or triple-hulled canoe, provided an efficient means of sailing.
- _____ 6. Fishing canoes were important to the Hawaiians.
- _____ 7. A *kiapoko* canoe was used for deep-sea fishing.
- _____ 8. Kamehameha III built a fleet of war canoes called *peleleu*.
- _____ 9. A long, narrow canoe that was light and swift was called a *kialoa* or a *kioloa*.
- _____ 10. "Ihu nui" means "big nose."

DESIGN AND DRAW

During the time of Kamehameha I, a triple-hulled canoe (*pūkolu*) was built. Its name was reported to be either "*Kaenakane*" or "*Kaenokane*." No picture exists of a pukolu. In the space below, illustrate what you think a triple canoe looked like. Be sure to give your pukolu a name too.

WORD FIND

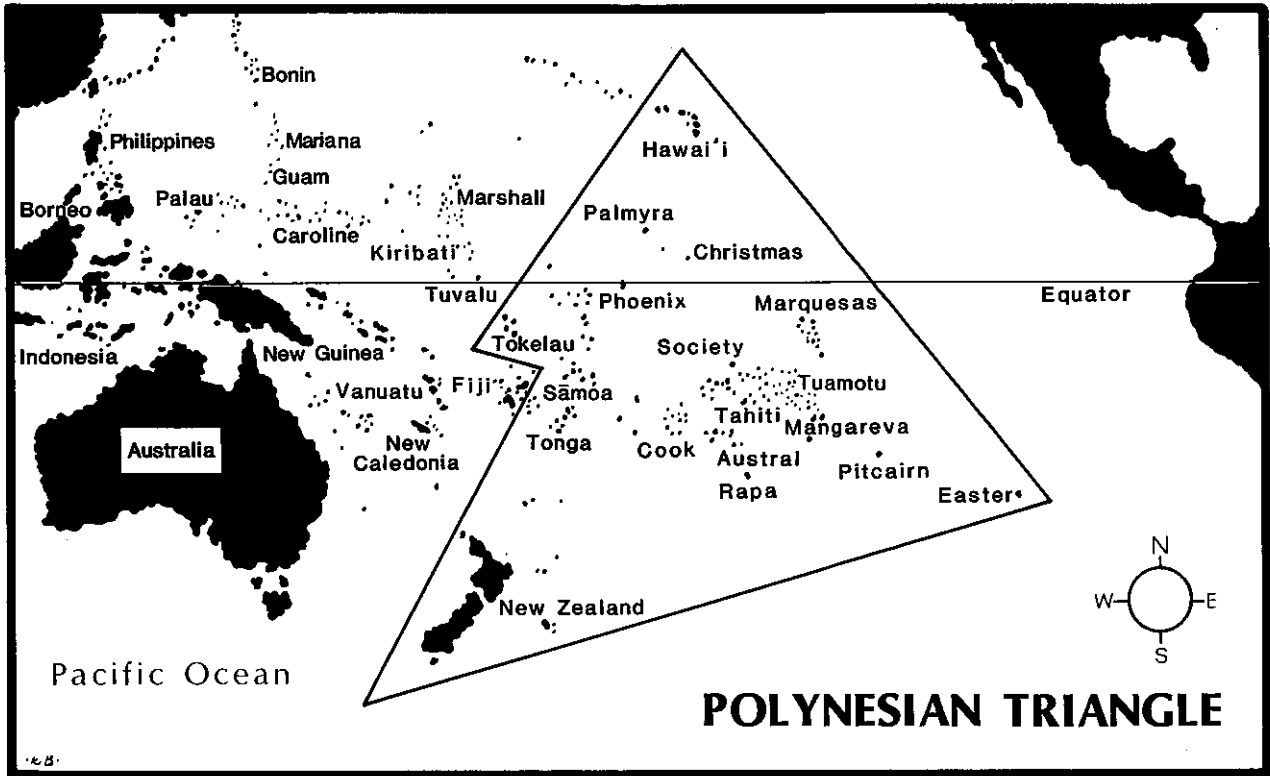
The names of fifteen places that the *Hōkūle'a* has visited or sailed by are hidden in the letters below. Find and circle the 15 place names which run up, down, forward, backward, and diagonally. The names are listed below the letters. Happy sailing!

S	N	E	W	Z	E	A	L	A	N	D	Z	D	U	K
O	Ā	D	E	O	D	A	L	R	O	T	A	U	Q	E
T	W	M	R	D	T	S	I	R	H	H	C	W	U	A
U	O	G	O	R	R	W	U	A	M	J	V	R	S	L
A	L	G	Y	A	O	F	W	S	A	S	B	S	C	A
M	H	S	R	F	P	A	N	D	W	O	N	D	A	I
O	A	I	T	A	I	'	A	N	E	C	M	N	O	K
T	T	C	J	'	C	A	V	A	D	I	K	A	N	A
U	N	O	I	I	O	S	R	L	F	E	L	L	P	H
A	A	S	N	Y	F	L	D	S	T	T	H	S	L	I
R	A	Y	F	G	C	O	X	I	H	Y	G	I	U	K
C	K	E	H	I	A	G	W	K	U	I	T	S	A	I
H	J	U	T	E	P	F	I	O	K	S	Y	A	S	C
I	A	J	Q	Ā	R	T	W	O	O	L	U	S	D	H
P	A	C	I	F	I	C	O	C	E	A	N	E	F	A
E	X	L	D	H	C	'	O	S	P	N	O	U	G	N
L	R	G	A	S	O	B	A	V	M	D	P	Q	H	N
A	T	T	M	C	R	W	R	R	H	S	A	R	J	E
G	P	D	N	B	N	E	G	M	N	Y	S	A	K	L
O	A	G	N	O	T	O	R	A	R	I	D	M	L	D

Hawai'i
Tahiti
Marquesas Islands
Cook Islands
Ra'iatea

New Zealand
Tonga
Samoa
Pacific Ocean
Equator

Rarotonga
Tropic of Capricorn
Tuamotu Archipelago
Society Islands
Kealaikahiki Channel



Use the map of the **Polynesian Triangle** to help you answer the following questions.

1. Which island group is furthest north? _____
2. Which island group is furthest south? _____
3. What is the name of the easternmost island? _____
4. Which island group is westernmost? _____
5. Name the island in the northern hemisphere that is closest to the Equator.

6. Name the island group in the southern hemisphere that is closest to the Equator. _____

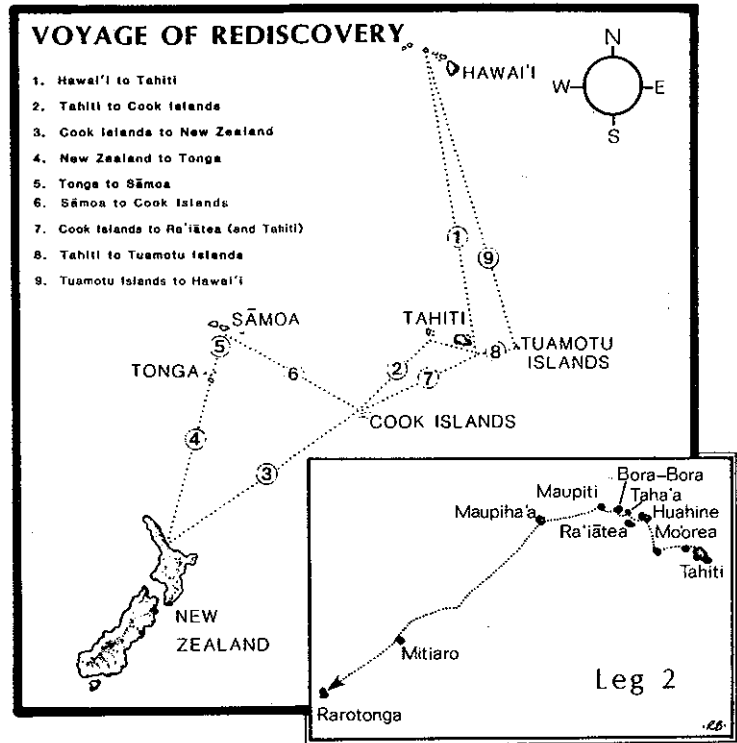
Fill in the blank with the directional that best completes each sentence.

7. Hawai'i is located _____ of the continental United States.
northeast southeast northwest southwest
8. Hawai'i is located _____ of New Zealand.
north northeast northwest south

Use the map of the **Voyage of Rediscovery** to answer the questions below. Circle the letter that best answers each question.

1. Which leg is the longest, in terms of distance?
 - a. Hawai'i to Tahiti
 - b. New Zealand to Tonga
 - c. Samoa to Cook Islands

2. Which leg is the shortest, in terms of distance?
 - a. Cook Islands to New Zealand
 - b. Tonga to Samoa
 - c. Tahiti to Cook Islands



3. In which direction does Leg 1 sail?
 - a. north to south
 - b. east to west
 - c. south to north

4. In which direction does Leg 6 sail?
 - a. east to west
 - b. west to east
 - c. south to north

Look at the inset map of Leg 2 - Tahiti to Rarotonga, Cook Islands.

5. What is the name of the westernmost island?
 - a. Tahiti
 - b. Huahine
 - c. Rarotonga

6. What is the name of the northernmost island?
 - a. Ra'iātea
 - b. Maupiti
 - c. Maupihā'a

7. Which leg on the "Voyage of Rediscovery" took the greatest amount of sailing time?
 - a. Hawai'i to Tahiti
 - b. Cook Islands to New Zealand
 - c. Tuamotu Islands to Hawai'i
 - d. Unable to determine from the given information

UNDERSTANDING ANALOGIES

An **analogy** is a similarity found between things that are otherwise not alike. If you can recognize an **analogous relationship**, you can understand the **comparison** that is being made.

The following analogies are incomplete. Read the first pair of words (in **bold face**) and decide what the relationship is between those words. Then read the first word of the incomplete pair. Select a word from the **Word Bank** below that best completes the analogy. Fill in the blank with your answer. The starred example has been done for you.

- * **Land** is to **sea** as **car** is to **canoe** _____ .
1. **Plane** is to **sky** as **canoe** is to _____ .
 2. **Airplane** is to **pilot** as **canoe** is to _____ .
 3. **Driver** is to **roadmap** as **navigator** is to _____ .
 4. **Ancient** is to **modern** as **koa** is to _____ .
 5. **North** is to **south** as **Hawai'i** is to _____ .
 6. **Satawal** is to **Micronesia** as **Hawai'i** is to _____ .
 7. **Bay** is to **ocean** as **Honolua** is to _____ .
 8. **Hawai'i** is to **Tahiti** as **Honolulu** is to _____ .
 9. **Mau Piailug** is to **Satawal** as **Nainoa Thompson** is to _____ .
 10. **Outdoor** is to **indoor** as **sky** is to _____ .
 11. **First** is to **third** as **1976** is to _____ .
 12. **Nautical mile** is to **statute mile** as **6076** is to _____ .

WORD BANK

1985	canoe	Hawai'i	ocean	fiberglass
planetarium		5280	navigator	Pape'ete
moon and stars		Pacific	Tahiti	Polynesia

CAN YOU MAKE THE CREW?

You are applying for a position as a crew member aboard the *Hokule'a*. Competition for a crew position is tight. What special skills and qualities will make the Captain want to choose you from among so many applicants? Write a short resumé below.

NAME:

ADDRESS:

TELEPHONE NUMBER:

BIRTHDATE:

HEALTH:

EDUCATION:

WORK EXPERIENCE:

INTERESTS AND HOBBIES:

ORGANIZATIONS OF WHICH YOU ARE A MEMBER:

IN 2-3 SENTENCES, TELL WHY YOU WANT TO BE A CREW MEMBER.