



'Ike Pono Hawai'i

Ka Huli 'Auana - Exploration

Objectives:

Students will:

- Identify at least three reasons for exploration through Polynesia.
- Identify at least three resources needed for the Polynesians to explore their way through Polynesia.
- Learn about a living artifact (Hökūle'a) as a modern day example of a vessel that explored through the Pacific.

Hawai'i Content Standards:

Content Area: Social Studies Grade: 4 Quarter: 1 Unit: 2 Lesson: 1

Standard 3: History: PRE-CONTACT HAWAI'I HISTORY – Understand the people, events, problems and ideas that were significant in pre-contact Hawaiian history.

Big Idea(s) / Major Understanding (s): Students will understand that ...

Data gathered from theories and traditional stories (myths and legends) reflect the influences of early explorers and immigrants and show how they influenced the cultures and lives of old Hawai'i.

HCPS III Benchmarks:

4.3.4 Exploration, Migration and Settlement

Describe the theories of early migrations from parts of Polynesia to Hawai'i, including migration myths and legends.

4.3.5 Exploration, Migration and Settlement

Identify reasons that early explorers, settlers, and immigrants came to Hawai'i (including the influence of Pā'ao) or the Polynesian region and describe what their lives and experiences were like.

Nā Honua Maui Ola Guidelines:

1. Incorporate cultural traditions, language, history, and values in meaningful holistic processes to nourish the emotional, physical, mental/ intellectual, social, and spiritual well-being of the learning community that promote healthy *mauli* (life spirit) and *mana*



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(power bestowed directly or indirectly from a supernatural source; an inherent quality of command and leadership; authority).

2. Maintain practices that perpetuate Hawaiian heritage, traditions and language to nurture one's *mauli* and perpetuate the success of the whole learning community.

Activity at a Glance:

Students will engage in group discussions to answer these questions:

- 1) What are at least three reasons for exploration through Polynesia?
- 2) What are at least three resources our ancestors would have needed to set out on their journey of exploration?
- 3) What modern day example do we have to learn about Exploration? A provisioning activity will give students an opportunity to apply concepts learned in the lesson.

Assessment:

Ka Huli 'Auana – Exploration Quick Quiz

Time:

One hour

Materials Needed:

1. Large Polynesian Migration Map
2. Blue Tarp (12' x 16')
3. Island group names placards, Polynesian Triangle and Equator placards
4. Provisioning card sets (5)
5. 3" x 5" index cards (1 for each student)
6. Scotch tape
7. Kapena Kuleana Description Cards (2)
8. Quartermaster Kuleana Description Cards (2)
9. Quartermaster Group Activity Worksheet – Hīna'i niu (1 per group)
10. Kapena and Quartermaster Role Play Placards (1 ea for each group)
11. CD Player w/extension cord
12. Ocean and weather sound clip CD
13. Canoe model for display (optional)

Student Handouts:

1. Exploration cover sheet
2. 'Ōlelo No'eau, Waiwai Hawai'i, Nā Hua'ōlelo Hou sheet
3. Kapena (Captain) Kuleana Description Instructions
4. Quartermaster Kuleana Description Instructions



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5. Ka Huli 'Auana - Exploration Quick Quiz

Vocabulary:

'ākau – north

equator – line that divides the earth in half

exploration – to search with a purpose of discovery

hema – south

hikina – east

kapena - captain

komohana – west

kuleana – responsibility

'ōlelo no'ēau – Hawaiian proverb or wise saying

Polynesia – “poly” meaning many and “nesia” meaning islands. Group of many islands

Polynesian Triangle – area in Polynesia marked by three island groups (Hawai'i, Aotearoa (New Zealand) and Rapa Nui (Easter Island))

quartermaster – one who provisions the canoe with supplies and equipment

Teacher Background:

Polynesians rank among the greatest navigators and explorers in world history. Many of them left the familiarity of their own environment to brave the vast unknown expanse of the Pacific Ocean. Over a period of a thousand years, these courageous voyagers were able to find and settle upon the most geographically isolated islands on the planet.

Legends and chants tell of great chiefs – Pā'ao, Mō'īkeha, Kila, and La'amaikahiki – who braved the Pacific Ocean and established new homes among the islands of Polynesia. Why did they voyage? Perhaps they needed to discover new land and find more resources for growing populations. They may have had to escape prolonged droughts, war, political persecution, or even unhappy love affairs. Perhaps they wanted to find mates, visit relatives, or obtain prized objects.

Voyaging did not come without its challenges. Natural elements such as wind, waves, sun, rain, heat, and cold tested the strength, courage, endurance, and resourcefulness of these very bold explorers. Did ancient Polynesians find islands by accident, by drifting, or did they sail purposefully in seaworthy canoes? How did they create such soundly built vessels with only tools of wood, stone, bone, coral, and plant fibers? How did they use their knowledge of the ocean and the sky, and their observations of the sun, moon, stars, planets, and birds – all natural navigational clues – to locate islands?

Every area of traditional Polynesian Culture was influenced by the voyaging canoe. Through various phases of construction, provisioning and launching, the canoe brought



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together the efforts of entire communities. It involved the expertise of kahuna (priests), ho'opa'a (chanters), 'ōlapa (dancers), po'e hana no'eau (artisans), po'e 'aumoana (sailors), and po'e ho'okele wa'a (navigators). It stimulated religious ceremonies, the performing arts and craftsmanship. Canoes were used for fishing, racing and warfare. They were relied upon for coastal, inter-island and long distance voyages.

Source: "Ka Huaka'i Ana – Voyaging." 'Ike Pono Hawai'i Hawaiian Traveling Resource Program – A Teacher's Guide. Honolulu: Kamehameha Schools, 2004.

Instructional Procedures:

1. Set up classroom with enough empty floor space for tarp activity. Alternate option is to go outside and teach lesson, weather and space permitting. Have students sit around the edges of the blue tarp that represents the Pacific Ocean.
2. Share that the voyaging canoe is at the center of the Polynesian culture. Without the voyaging canoe, there would be no Polynesia.
3. Prompt students using the ocean and weather sounds clips. Have students imagine being in an ocean environment sailing on a double-hulled canoe in old Hawai'i.
4. Discussion:
 - a. How many of you could imagine being out in the middle of the Pacific Ocean sailing on a double-hulled canoe feeling and hearing all those verbal cues?
5. Introduce 'ōlelo no'eau or wise saying: Ha'alele koa wa'a i koa kanaka (Pukui, 398). "The koa canoe has departed, leaving the warriors behind." Said when a canoe goes off and leave the people behind.
6. Introduce the Hawaiian value kuleana – responsibility. Each day students will have the opportunity to play different roles that members of a canoe crew have. Today, some will have the chance to be kapena (captains) or quartermasters (one who provisions the canoe with supplies and equipment).
7. Introduce exploration, migration, and settlement and go over basic definitions.
 - a. Exploration – to search with the purpose of discovery
 - b. Migration – to mve from one's homeland to another land.
 - c. Settlement – to live in one place with the purpose of staying there for a long period of time.



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8. Go over the basic geography of the Pacific. Use a model canoe for visual. Share statistics of the Pacific.
 - a. The Pacific Ocean makes up $\frac{1}{3}$ the surface of the earth. Its size is approximately 64 million square miles. Polynesia makes up about 10 million square miles.
 - b. Have students draw the shape of the earth using their fingers or. They can also draw the earth on a piece of paper as well. Cut the earth so you have three equal sections. Share that the Pacific Ocean makes up one of those sections (i.e. $\frac{1}{3}$ surface of the earth).
9. Have students identify the three islands that make up the Polynesian triangle. Ask students to make the shape of a triangle with their fingers to represent the Polynesian Triangle. Use place name placards and place on tarp in appropriate place.
 - a. Which places can we find at the three corners of the Polynesian Triangle?
 1. Hawai'i
 2. Rapa Nui (Easter Island)
 3. Aotearoa (New Zealand).
 - b. What do you think Polynesia means?
 1. Poly = many; Nesia = islands.
10. Show students the Polynesian Migration Map. Review the definition of exploration.
11. Discussion: What would make explorers leave the comfort of their own environment to search for new land?
12. Introduce an example of modern day exploration - the voyaging canoe, Hōkūle'a. The major reason for Hōkūle'a's travels is to retrace the major migratory routes of our ancestors. Share an overview of the different voyages Hōkūle'a has taken since its first voyage in 1976 using the blue tarp and place name placards. Voyages taken: (1976, 78, 80, 85-87, 92, 95, 99-00, 2004, 2007)
13. Divide students into four equal groups. Two groups will take on the kuleana of kapena and discuss possible reasons for exploration. Two groups will take on the kuleana of quartermaster and discuss the resources needed to explore.
14. Activity: Reasons for Exploration Group Discussion
 - a. Two groups will follow the kapena description involving students in group discussion to solicit reasons for exploration.
 1. Distribute index cards to groups.
 2. Select a kapena (captain) from each group. Distribute "Kapena Instructions" sheet to the selected kapena.



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3. Have kapena read his/her directions and instruct the group.
4. Students are to write one reason why our ancestors may have left their land to find another.
5. When done, students will be instructed to place their card in the center of their group.
6. The kapena (captain) in each group will gather the index cards and facilitate or help lead their group discussions. Allow group discussion or depending on time, have kapenas share group answers to larger group.

15. Activity: Resources Needed to Explore Group Discussion

- a. The other two groups will follow the Quartermaster description involving students in group discussion to solicit answers for "What resources were needed?" What preparations needed to be made? "
- b. Select a quartermaster. Instruct quartermaster to similarly lead group discussion and be prepared to share with the larger group.
- c. Instruct students to write their responses on Quartermaster Group Activity Worksheet – What resources and/or what preparations would be needed to set out on a 30 day journey?
- d. Quartermaster will lead discussion and share group's answers with larger group.

16. Activity: Provisioning Card – A modern day example.

- a. What would you take with you on a 30 day voyage from Tahiti to Hawai'i?
- b. Distribute a set of provisioning cards to five equally divided groups. Have students choose 10 out of the 55 cards they would take with them on a 30 day voyage. Encourage students to prioritize and come to a group consensus when selecting their cards.
- c. Guidelines for selection: Space is limited on the canoe. The canoe has no engine. There is no refrigeration. Hōkūle'a is lashed together with rope.

17. Discussion: What cards did your group choose? Why did you choose them?

- a. Have groups select one individual to paste up on board their group's ten cards and share what it is and why they chose that card.
- b. Instruct other groups to listen to discussion and prepare for their time to share by putting on the side the cards that are duplicated by each group. When it is their time to share, they will share only the cards that are different from the others. At the end, teacher to summarize goals of lesson.



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18. Review today's lesson. Have students take Ka Huli 'Auana – Exploration Quick Quiz. Go over answers if time allows.

Follow-up Activities:

1. Research project: What would our ancestors have taken with them on their voyage across the Pacific? Have students write a 1 – 2 page paper on the answers to these questions. Later, have them share their papers with the other groups for further discussion.
 - a. Other questions to consider when researching:
 - i. What plants and animals they would have taken with them?
 - ii. What kind of people would they select?
 - iii. How would they select them? (i.e. men, women, children)
 - iv. How many would they have taken?
 - v. What would be the roles/kuleana (responsibility) of these individuals?
 - vi. Who would be the navigator?
2. Read additional handouts provided regarding the “Settlement of Polynesia” by Kenneth Emory, “Polynesian Migration, Discovery and Settlement” by Cecilia Kapua Lindo and “The Sea People” by Herb Kawainui Kāne for next class discussion.
3. Read and assign activities designed from the book, *Hawaiian Canoe-Building Traditions* by Naomi Chun.
4. Teachers may also look up programs that are available through the DOE. Ex. *Exploration in Hawai'i, Science in Hawai'i Grade 5*.
5. Participate in a scavenger hunt or treasure map activity to simulate exploration in the classroom. Have students find designated items in designated places using their exploration skills.
6. Read the book *Vaka Moana Voyages of the Ancestors – The Discovery and Settlement of the Pacific*, edited by K.R. Howe. Honolulu: University of Hawai'i Press, 2007.
7. Read the book *To Find the Way* by Susan Nunes.



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Additional Resources:

Chun, Naomi. Hawaiian Canoe-Building Traditions. Honolulu: Kamehameha Schools Press, 1995.

“Ka Huaka’i Ana - Voyaging.” 'Ike Pono Hawai'i Hawaiian Traveling Resource Program-A Teacher's Guide. Honolulu: Kamehameha Schools, 2004.

Lindo, Cecilia Kapua, and Nancy A. Mower, eds. “Polynesian Migration, Discovery and Settlement, The Sea People and Settlement of Polynesia.” Polynesian Seafaring Heritage. Honolulu: Kamehameha Schools and The Polynesian Voyaging Society, 1980.

Webster's II New Riverside Dictionary. New York: Houghton Mifflin Company, 1996.

Yadao, Elisa. “Daily Living aboard the Hōkūle’a.” Education Kit: Navigating Change. Hawai'i: PREL, State of Hawai'i Department of Education, Department of Land and Natural Resources, NOAA, U.S., Fish & Wildlife Services, and Bishop Museum.

Online Resource

www.pvs.hawaii.org

The Polynesian Voyaging Society. 1992.

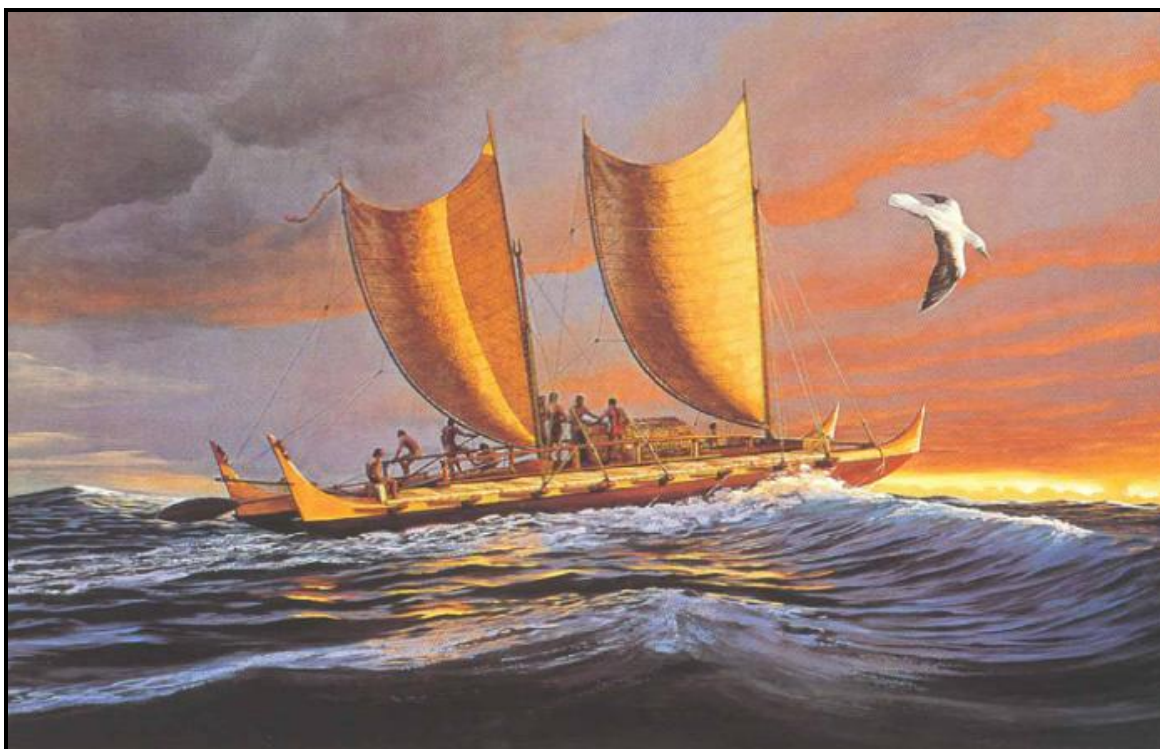


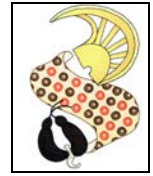
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EXPLORATION:

Definition: To search with a purpose of discovery

Webster's II Dictionary, 1996.





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Ka Huli 'Auana - Exploration

'Ōlelo No'eau – Wise Saying

Ha'alele koa wa'a i koa kanaka.

The koa canoe has departed, leaving the warriors behind.

He Waiwai Hawai'i – A Hawaiian Value

Kuleana – Responsibility

Nā Hua'ōlelo Hou - New Vocabulary

'ākau – north

exploration – to search with a purpose of discovery

equator – line that divides the earth in half

hema – south

hikina – east

komohana – west

kuleana – responsibility

'ōlelo no'eau – Hawaiian proverb or wise saying

Polynesia – many islands

Polynesian Triangle – area in Polynesia marked by three island groups (Hawai'i, Aotearoa (New Zealand) and Rapa Nui (Easter Island))



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Reasons for Exploration Group Discussion Kapena (Captain) Kuleana Description Instructions

Kapena (Captain) Instructions:

As the kapena, please help to lead this group discussion. Begin by handing out one index card to each member of your group. Instruct your group members to answer this question:

“What is one reason why our ancestors may have left their land to find other islands?”

Allow fellow group members about three minutes to write down their answer on the index card. When done, instruct students to place their card in the center of their group. When all students are done, gather the index cards. Share the reasons written on these index cards with your group. Have a group discussion asking group if they agree or disagree and why. Be prepared to share the group's reasons with the larger group.

Kapena (Captain) Instructions:

As the kapena, please help to lead this group discussion. Begin by handing out one index card to each member of your group. Instruct your group members to answer this question:

“What is one reason why our ancestors may have left their land to find other islands?”

Allow fellow group members about three minutes to write down their answer on the index card. When done, instruct students to place their card in the center of their group. When all students are done, gather the index cards. Share the reasons written on these index cards with your group. Have a group discussion asking group if they agree or disagree and why. Be prepared to share the group's reasons with the larger group.



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Resources Needed to Explore Group Discussion Quartermaster Kuleana Description Instructions

Quartermaster Instructions:

As the quartermaster (one who provisions or provides all the supplies for a vessel), please help to lead this group discussion. Begin by sharing the group worksheet you have. Instruct your group members to focus on answering this question:

“To set out on a 30 day journey, what resources and what preparations would be needed?”

Allow fellow group members about four minutes to write down their answers on the group worksheet. Quartermaster to help lead the discussion so that all are in agreement. Be prepared to share the group's completed worksheet with the larger group.

Quartermaster Instructions:

As the quartermaster (one who provisions or provides all the supplies for a vessel), please help to lead this group discussion. Begin by sharing the group worksheet you have. Instruct your group members to focus on answering this question:

“To set out on a 30 day journey, what resources and what preparations would be needed?”

Allow fellow group members about four minutes to write down their answers on the group worksheet. Quartermaster to help lead the discussion so that all are in agreement. Be prepared to share the group's completed worksheet with the larger group.



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Quartermaster Group Activity Worksheet

What resources and/or what preparations would be needed to set out on a 30 day journey?

Please write your answers on the grated coconut in the hīna 'i niu (coconut basket).





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Ka Huli 'Auana – Exploration Quick Quiz

Instructions:

Answer the following statements to the best of your ability. Circle the letter of your choice.

1. What were some of the reasons for exploration through Polynesia?
 - a. To discover new lands, find more resources for growing populations
 - b. Family conflict, visit relatives, famine
 - c. Famine (crop failure and/or food shortage)
 - d. All of the above

2. What resource was not needed by the Polynesians to explore?
 - a. A seaworthy vessel for transportation
 - b. Knowledge of the environment
 - c. A cow
 - d. Intelligence, skill

3. Hōkūle'a is a modern day vessel (canoe) used: _____.
 - a. For exploration
 - b. To retrace major migratory routes of the Polynesians
 - c. Racing
 - d. Both a and b

He mau mana'o (thoughts): Please share how you felt about what you learned in this lesson. (Minimum 2 sentences)



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ANSWER KEY

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