

'Ike Pono Hawai'i

Ne'e I Ka 'Āina Hou - Migration

Objectives:

Students will:

- Describe two theories of Polynesian migration to Hawai'i.
- Learn the sequence of settlement in Polynesia.
- Describe some of the evidence found by archaeologists about Polynesian migration settlement.

Hawai'i Content Standards:

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

Standard 3: History: PRE-CONTACT HAWAII 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

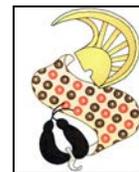
Describe the theories of early migrations from parts of Polynesia to Hawai'i, including migration myths and legends.

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)



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

3. Sustain respect for the integrity of one's own cultural knowledge and provide meaningful opportunities to make new connections among other knowledge systems.

Activity at a Glance:

Students will learn about two theories of migration to Hawai'i. After a discussion and a preview of the video "Wayfinders-A Pacific Odyssey," they will also learn the sequential timeline of Polynesian arrivals and destinations. Students will then learn about similarities in the kinds of archaeological evidence found (i.e. language, plants and animals) throughout Polynesia.

Assessment:

Ne'e I Ka 'Āina Hou - Migration Quick Quiz

Time:

One hour

Materials Needed:

1. Polynesian Migration Map
2. Blue Tarp (12' x 16')
3. Placards w/island group names, arrows
4. DVD: Wayfinders A Pacific Odyssey.
5. DVD or VCR player, TV
6. IPH food graphic that shows plant and animal pictures

Student Handouts:

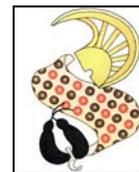
1. Migration cover sheet
2. 'Ōlelo No'eau, Waiwai Hawai'i, Nā Hua'ōlelo Hou sheet
3. Polynesian Settlement Pattern
4. Language Similarities, Polynesian Plants, and Domesticated Animals
5. Ne'e I Ka 'Āina Hou – Migration Quick Quiz

Vocabulary:

archaeology – the scientific study of material evidence, as building and tools, remaining from past human life and culture

artifact – any object made, used or consumed by humans

anthropology – the scientific study of humans



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culture – shared behaviors, ideas and artifacts. A way of life passed from one generation to another

documenter – one who records or documents on-going events

hypothesis – a theory that explains a set of facts and can be tested by further investigation; an assumption used as a basis for investigation or argument

ka po'e kahiko – the people of old

migration – to move periodically from one climate or region to another

scientist – one who forms a hypothesis and gathers evidence to prove one's hypothesis

Teacher Background:

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?

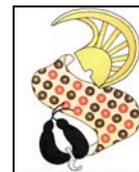
Evidence found by anthropologists, archaeologists, biologist, botanists, ethnobotanists, historians, and linguists all point to an ingenious people who purposefully traveled between the islands of the Pacific. For instance, it was noted that different island groups throughout Polynesia had several plants and animals in common. Certain artifacts, such as adzes and fishhooks known to be made in one region, were discovered thousands of miles away in another part of Polynesia. Significantly, similarities in language, legends and genealogical chants among the various peoples of Polynesia also support the notion that purposeful voyaging did indeed take place between their island groups.

It is believed that the Hawaiian Islands were settled in two main waves. Explorers from the Marquesas Islands first arrived in Hawai'i in 300 A.D. A second group of Polynesians came from Tahiti in 1200 A.D.

With limited space and resources, life on a voyaging canoe was simple and self-contained. The Polynesians brought with them plants and animals that could survive a long distance journey. Kalo (taro), 'ulu (breadfruit), uhi (yam), 'uala (sweet potato), mai'a (banana), kō (sugar cane), kī (ti), pia (arrowroot), and niu (coconut) were all taken on board the canoe. Some of these foods were eaten raw while others were cooked in a hearth lined with sand, earth, stones, and firewood. Also taken aboard were dried fish and certain dried plant foods that had been prepared in anticipation of a long voyage. These provisions, along with precious fresh water, were then stored in various containers made from sectioned 'ohe (bamboo), ipu (gourds) and niu (coconut) shells.

Holoholona (domesticated animals) brought for the purpose of breeding once new land was found, were also loaded onto the canoe. These included the pua'a (pig), 'ilio (dog), and moa (chicken). In addition to what was transported on the canoe, the sea itself would offer fresh fish, shellfish, and other marine life for the voyagers to eat.

Once the wa'a (canoe) had been launched, the normal routines of eating and drinking, bathing, using the bathroom, and sleeping all took place with a confined area



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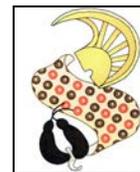
and without everyday conveniences. Much effort was needed to peaceably live together. Work on the canoe required great seamanship and navigational skills. On calm days at sea, making crafts and playing music could enjoyably fill a crew's time. Dangers at sea, however, were a harsh reality. Raging storms, people being washed overboard, and the canoe capsizing, or even running aground could and did occur. Added to these dangers was the possibility of physical and mental fatigue, often experienced by those who have been out at sea for a long time.

Kuleana (responsibilities) on board the canoe were divided among capable crew members, including the ho'okele (navigator), lawai'a (fisherman), kahuna (spiritual leader) and kahuna lā'au lapa'au (medicinal expert). By fulfilling their individual kuleana and laulima (working together cooperatively), ancient voyagers modeled values that we strive to follow today.

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. Review 'ōlelo no'ēau with students: "Ha'alele koa wa'a i koa kanaka. The koa canoe has departed, leaving the warriors behind."
2. Review Hawaiian value – kuleana. Express to students that they will role play the crew position – documenter. Briefly touch upon being a scientist, one who forms a hypothesis and gathers evidence to prove one's hypothesis.
3. Review yesterday's lesson on exploration.
4. Introduce today's topic, migration and lesson objectives.
5. Review geography of the Pacific and its islands using placards and the tarp. Tell students that today they will trace the migration movement between Pacific islands.
6. Discuss different theories of migration or how Polynesia was settled. Use the blue tarp to assist in explaining the two theories.
 - a. Scientists Thor Hyerdahl and Andrew Sharp had their own theories. In their search for answers, there were many questions raised:
 - i. Did ancient Polynesians find islands by accident, by drifting or did they sail purposefully in seaworthy canoes?
 - ii. How did they create such soundly built vessels with only tools of wood, stone, bone, coral and plant fibers?



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- iii. 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?

7. Activity: Theories of Settlement Activity

- a. Break students into three groups (Ka po'e kahiko (the people of old), Thor Hyerdahl, and Andrew Sharp).
- b. Students to receive group card stating what the views of each particular groups were.
- c. As an option, via the game charades, students can act out or role play these views according to the description on the group card.

8. Review, summarize and/or restate theories.

9. Using the blue tarp, point out the sequence of settlement in Polynesia.

- a. The Lapita people settled in Tonga and Sāmoa about the year 1500 B.C.
- b. About 200 B.C., these people migrated eastward and landed in the Marquesas.
- c. Extending out from the Marquesas Islands, the Society Islands (Tahiti), Easter Island and then the islands of Hawai'i were discovered in 300 A.D.
- d. Then New Zealand.
- e. In 1200 A.D., the second wave of visitors to Hawai'i came from the Society Islands. Using the arrows, place arrows in sequential order of settlement (numbers 1 – 8). Review by repetition of sequence.

10. Review Polynesian Settlement Pattern using the handout as reference.

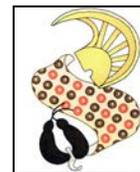
11. Discussion: Language similarities amongst Polynesian Islands.

- a. Review the handout Language Similarities in Polynesia. Go over examples of language similarities, and plants and animals with students using visuals if available.
- b. How do you say Hello in Hawaiian, Samoan, Tahitian, Cook Island, Maori, Marquesan etc?

12. Discuss various plants and animals Polynesians brought with them via visuals or artifacts.

13. Show an excerpt of the video: Wayfinders-A Pacific Odyssey by Gail Evenari. (20 min.)

14. Review concepts from yesterday and today's lessons.

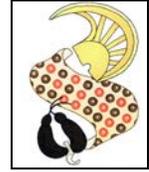


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15. Administer Ne'e I Ka 'Āina Hou – Migration Quick Quiz.
16. Optional activity: Choose an imaginary path on the tarp. Students are to guess what that imaginary path is by stepping in a grid. If that grid is on your imaginary path, say "Beep," and allow the student to continue. If it is an incorrect grid, then say "Buzz," and then the student will return to back of the line. Have students take turns trying until the imaginary path is found.
17. Preview next day's lesson.

Follow-up Activities:

1. Recommended student reading: Miller, Debbie S. Flight of the Golden Plover – The Amazing Migration between Hawai'i and Alaska. Washington: Alaska Northwest Books, 1996.
2. Recommended student reading: Williams, Julie Stewart. Voyage from the Past. Honolulu: Kamehameha Schools Bernice Pauahi Bishop Estate, 1989.
3. Recommended teacher reading: Read Unit 2 Origins and Migration in Resource Units in Hawaiian Culture by Donald Mitchell for more lesson suggestions on Migration.
4. Possible field trips pertaining to lesson: Bishop Museum, Hawai'i Maritime Center.
5. Possible guest speakers: Nainoa Thompson, Earl Kawa'a – Kamehameha Schools
6. Student Reflection: Ask students if they agree or disagree on the information presented for settlement through Polynesia. Instruct students to write a reflection paper (one page, double-spaced, paragraph form) stating their view and reasons they support such a view.
 - a. Questions to ponder:
 - i. When information is received, how do you process such information?
 - ii. Do you accept it? Do you disagree?
 - iii. What happens if you disagree with information you receive? What would be your next step?



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Additional Resources:

A Collection of Essays. The Wayfinding Art-Ocean Voyaging in Ancient Polynesia. California: Regents of the University of California, 1986.

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

Kane, Herb K. Voyagers. Washington: WhaleSong, Inc., 1991.

Kawa'a, Earl. Personal Interview. 5 September 2007.

Lindo, Cecilia K., and Nancy A. Mower, eds. Polynesian Seafaring Heritage. Honolulu: Kamehameha Schools and The Polynesian Voyaging Society, 1980.

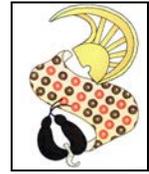
Mitchell, Donald. Resource Units in Hawaiian Culture. Revised edition. Honolulu: Kamehameha Schools Press, 1969.

“Reading the Wind, Navigation, The Environment and Pacific – A Teacher's Guide.” Honolulu: Pacific Resource Educational Learning, 1996.

Wayfinders A Pacific Odyssey. Videocassette. Evenari Productions, 1995. 56 min.

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

Williams, Julie Stewart. Voyage from the Past. Honolulu: Kamehameha Schools Bernice Pauahi Bishop Estate, 1989.

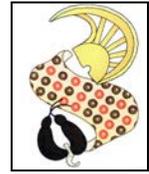


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MIGRATION:

Definition: To move from one's homeland to another land.





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Ne'e I Ka 'Āina Hou - Migration

'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

archaeology – the scientific study of material evidence, as building and tools, remaining from past human life and culture

artifact – any object made, used or consumed by humans

anthropology – the scientific study of humans

culture – shared behaviors, ideas and artifacts. A way of life passed from one generation to another

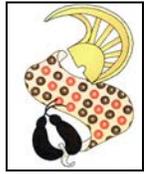
documenter – one who records or documents on-going events

hypothesis – a theory that explains a set of facts and can be tested by further investigation; an assumption used as a basis for investigation or argument

ka po'e kahiko – the people of old

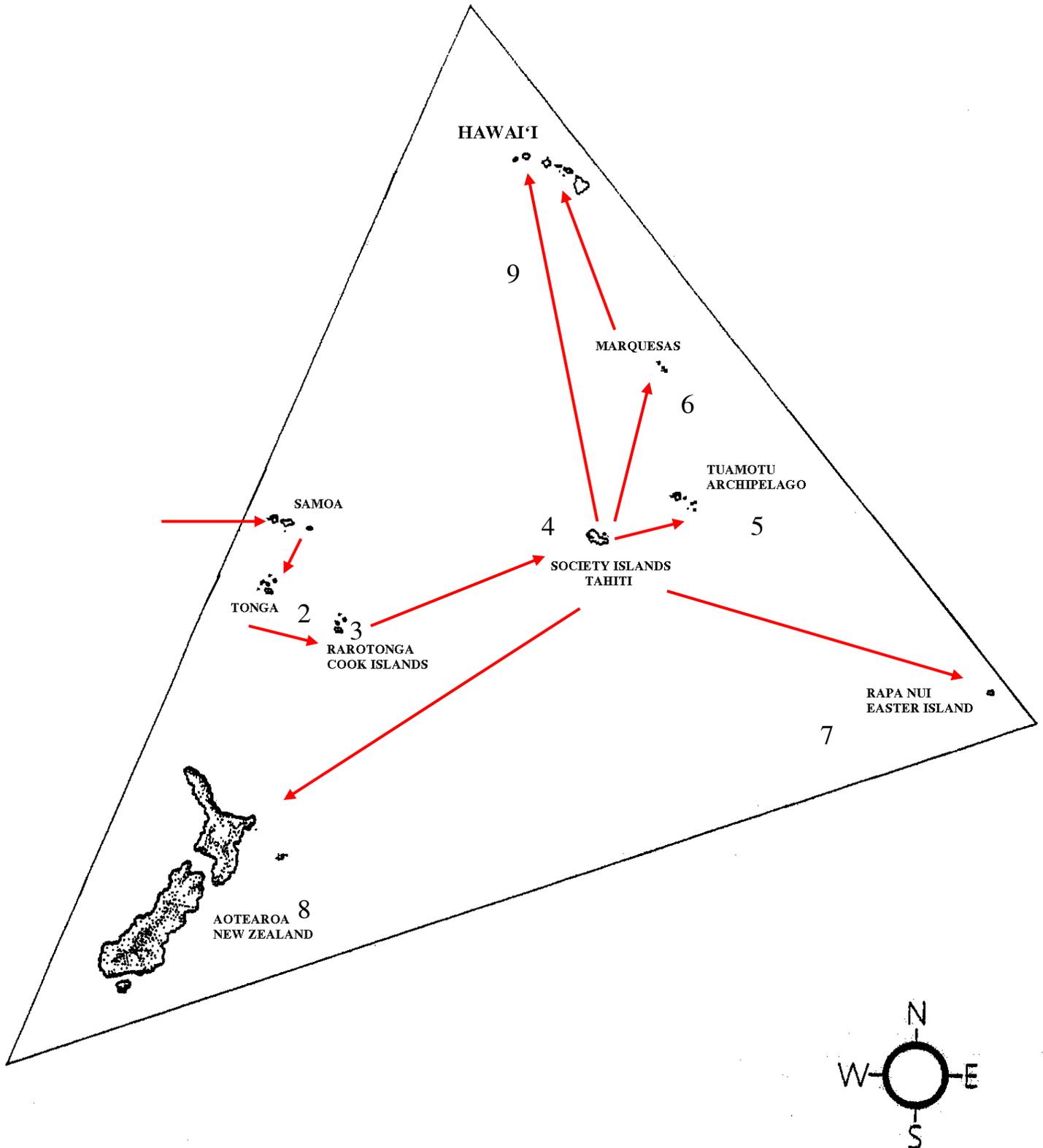
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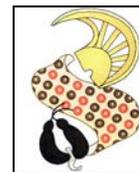
scientist – one who forms a hypothesis and gathers evidence to prove one's hypothesis



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Polynesian Settlement Pattern





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English	Hawaiian	Tahitian	Samoan	Maori	Rapa Nuian
Bird	Manu	Manu	Manu	Manu	Manu
Fire	Ahi	Auahi	Afi	Ahi	Ahi
Fish	I'a	I'a	I'a	Ika	Ika
Rain	Ua	Ua	Ua	Ua	Ua
Seven	Ehiku	Hitu	Fitu	Whitu	Hitu
Water	Wai	Vai	Vai	Wai	Bai

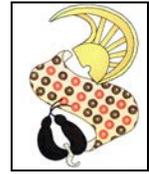
Polynesian Introduced Plants

kalo (taro)	'ulu (breadfruit)	uhi (yam)	'uala (sweet potato)	mai'a (banana)	kō (sugar cane)
kī (ti)	pia (arrowroot)	niu (coconut)	kukui (candlenut)	'ōhi'a 'ai (mountain apple)	'awa (kava)
hala (pandanus)	'ohe (bamboo)	wauke (paper mulberry)	ipu (gourds)	olonā	'ōlena (tumeric)
kou	milo	kamani	hau		

Domesticated Animals

pua'a (pig)	'ilio (dog)	moa (chicken)
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*** Note the 'iole or rat was believed to have come as a stowaway on voyaging canoes*



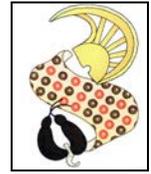
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Ne'e I Ka 'Āina Hou - Migration Quick Quiz

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
4. These two individuals developed theories of Polynesian Migration to Hawai'i:
 - a. Lingle and Akiona
 - b. Malo and Kamakau
 - c. Thor Hyerdahl and Andrew Sharp
 - d. Kamehameha I and Kauikeaouli
5. In theory, Polynesia was settled in this sequential order:
 - a. Southeast Asia – Tonga – Sāmoa – Marquesas – Society Islands – Rapa Nui – Hawai'i – NZ
 - b. NZ – Hawai'i – Rapa Nui – Society Islands – Marquesas – Sāmoa – Tonga – Southeast Asia
 - c. Hawai'i – Marquesas – Rapa Nui – NZ – Tonga – Sāmoa – Society Islands – Southeast Asia
 - d. South America – Rapa Nui – Marquesas – Hawai'i – Society Islands – Tonga – Sāmoa

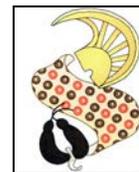


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Ne'e I Ka 'Āina Hou - Migration Quick Quiz

6. Which answer is incorrect? The video: "Wayfinder's – A Pacific Odyssey" expressed that we must have come from a people that:
- Were not smart
 - Sailed purposefully
 - Built seaworthy canoes
 - Navigated without the use of instruments

He mau mana'o (thoughts): Please reflect upon today's lesson . (Minimum 2 sentences)



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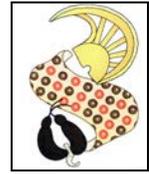
ANSWER SHEET

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 - b. NZ – Hawai'i – Rapa Nui – Society Islands – Marquesas – Sāmoa – Tonga – Southeast Asia
 - c. Hawai'i – Marquesas – Rapa Nui – NZ – Tonga – Sāmoa – Society Islands – Southeast Asia
 - d. South America – Rapa Nui – Marquesas – Hawai'i – Society Islands – Tonga – Sāmoa



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ANSWER KEY

Ne'e I Ka 'Āina Hou – Migration Quick Quiz

6. Which answer is incorrect? The video: "Wayfinder's – A Pacific Odyssey" expressed that we must have come from a people that:
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