

'Ike Pono Hawai'i

## Ka Ho'omau A Ka Hulina 'Ia Aku I Nā 'Ike Hawai'i – The Continuation And Change Of The Hawaiian Ways

### Objectives:

#### Students will:

- Differentiate between primary sources and secondary sources.
- Participate in the role of an archivist.
- Categorize information as historical fact or opinion.

### Hawai'i Content Standards:

Content Area: Social Studies      Grade: 4      Quarter: 3      Unit: 2      Lesson: 3

### Standard 2:

**Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE** – Use the tools and methods of inquiry, perspective and empathy to explain historical events with multiple interpretations and judge the past on its own terms.

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

Cultural change and continuity can be seen and understood through primary and secondary resources.

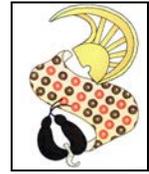
### HCPS III Benchmarks:

#### 4.2.1 Historical Perspectives and Interpretations

Categorize sources of information as primary or secondary and as providing historical fact or opinion.

### Nā Honua Maui Ola Guidelines:

6. Foster understanding that culture and tradition, as constantly evolving systems, are grounded in the knowledge of the past to address the present and future.
10. Support lifelong *aloha* (love, respect, greeting) for Hawaiian language, history, culture, and values to perpetuate the unique cultural heritage of Hawai'i.



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## Activity at a Glance:

Students will share their memento with the class and play a short game of telephone to grasp a clear understanding of primary and secondary sources. Students will also understand that primary sources may include any one of the following, collected and/or created pieces, during a particular time period: artifacts, autobiographies, journals, photographs and/or journals. Lastly, the students will become an archivist, analyzing historical value and deciphering between historical fact and opinion through a group exercise.

## Assessment:

Student reflection

## Time:

One hour

## Materials Needed:

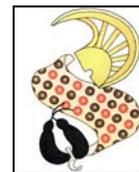
1. i'e kuku (kapa beater) with watermark
2. kapa samples
3. kīpuka (feather cape)
4. lā'ī (tī leaf)
5. lei niho palaoa (whale tooth pendant) replica
6. modern-day Hawaiian star compass (picture)
7. nae (netting used for feather garments)
8. 'ohe kāpala (bamboo stamps)
9. wauke (paper mulberry) plant

## Student Handouts:

1. Nā Hua'ōlelo Hou - New Vocabulary
2. Appraisal Worksheet #1
3. Appraisal Worksheet #2
4. Appraisal Worksheet #3
5. Appraisal Worksheet #4
6. Word Search Puzzle
7. Student Reflection

## Vocabulary:

**appraisal** – the act of determining historical or monetary value in a document or artifact  
**archives** – the primary source collections held in an archives building; the institution that collects primary resources; or the building itself



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**archivist** – one who cares for the primary sources of public documents and/ or historical artifacts

**artifact** – an object which provides evidence about a specific period or event

**attributes** – the specific qualities of a document or artifact

**collection** – a group of documents and/ or artifacts which share something in common such as origin or subject

**document** – textual or graphic, manuscripts and/ or records that contain information about event(s)

**historical value** - primary resources, or mementos, that are considered important enough to be saved, in order to inform us of the historical past

**primary source** – a document or artifact which provides evidence about a historical event; reflection of firsthand knowledge about a particular event

**secondary source** – work that interprets or analyzes a historical event or phenomenon; it is generally at least one step removed from the event

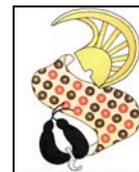
## Teacher Background:

Incorporating primary sources into teaching encourages a multitude of learning environments for teachers as well as learners. The application of primary sources will expose the learner to varied perspectives on issues, places, events, and people of the past and the present. The intent is to engage the learner to ask questions, think critically, make inferences, and develop explanations and interpretations of events and issues. In addition, primary sources will allow the learner to acquire and develop knowledge, skills, and analytical abilities.

Primary sources permit the researcher to acquire a direct, firsthand account of what happened, or as close as possible to what actually happened during a historical event or time period. Examples include the original documents or experiences that were either created during the time period being studied, or were created at a later date by a participant in the events being studied.

Other examples of primary sources are:

- archival or manuscript materials,
- artifacts,
- audio/visual recordings,
- autobiographies,
- diaries, journals, letters,
- magazine/ newspaper clippings published during time of event,
- oral histories,
- photographs, and records.



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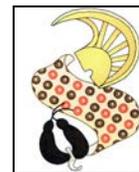
If the source isn't a direct, firsthand account, then this is called a secondary source. Secondary sources are works that analyze, assess or interpret a historical event, era, or phenomenon, usually drawing upon primary sources. Secondary sources often offer a review or a critique. Examples can include books, journal articles, research reports, reviews, speeches, and more. Generally speaking, secondary sources are written well after the persons, places or events that are being researched. However, if an individual writes about the persons, places or events that he or she experienced firsthand many years after that event occurred, it is still considered a primary source.

Various primary and secondary sources have documented what has changed and what has stayed the same in the realm of navigation. Although navigation over long distances will remain a constant amongst Polynesian cultures, there are many things that have changed and will continue to change as Polynesian people progress. A primary source such as Ka Nupepa Kuokoa in 1905 captures the first printed Hawaiian Star Compass and allows us a snapshot into what was known about Hawaiian navigation at that point in time.

### **Instructional Procedures:**

1. Review content from previous lessons.
2. Define primary and secondary sources.
3. Activity: Gallery Walk
  - a. Some students will be invited to share their memento and caption of that memento with the class.
    - i. The captions that everyone has created are considered primary sources.
  - b. Have students display all of their mementos and captions as a museum gallery around the classroom. The class may choose to continue this sharing process at a later time.
4. Activity: Telephone game.
  - a. Have the class sit in a circle. Start the game by whispering a short phrase into the ear of a neighboring student. The student will turn to first classmate on the left and retell the message and so on. Once the last classmate has heard the message, he/she will stand and say what they heard.
5. Discussion:
  - a. Was the last person successful or not? Why? What were some factors that affected his/her response?





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## Follow-up Activities:

1. Have students research an era of Hawaiian history or a contemporary issue occurring in Hawai'i. Introduce them to primary and secondary sources that are relevant to their topics.
2. As a follow-up to #1, have the students write a short essay about how they use primary and secondary sources in their research. Did this source support or challenge a commonly accepted conclusion about an event, person or place in history?
3. Take a trip to the Bishop Museum and visit the museum's library and archives. Considered home of Hawai'i's largest collection of primary sources, the Bishop Museum houses materials which include: books, periodicals, newspapers, manuscripts, photographs, artwork, oral histories, commercial sound recordings, maps and special collections. These primary sources are excellent research and supplemental materials for your students' projects. Students should be shown how and where to find research materials at the Bishop Museum. They may also visit their online catalogs when doing research on Hawai'i and the Pacific.

Public hours:

Tuesday through Friday

12:00 to 4:00pm

Saturday

9:00 to 12:00 noon

Closed Sundays, Mondays and holiday weekends

For reference questions please contact the Library & Archives at:

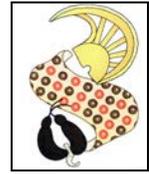
808-848-4148

808-847-8241 (fax)

[library@bishopmuseum.org](mailto:library@bishopmuseum.org)

[archives@bishopmuseum.org](mailto:archives@bishopmuseum.org)

4. As a follow-up to #1, #2, and #3, have the students create a historical museum display about their topic using the primary and secondary sources they have used in their research. Have the students write captions for their items and justify the documents that were selected.



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## Additional Resources:

Bishop Museum

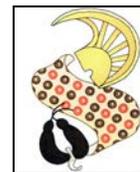
<http://www.bishopmuseum.org/>

The Library of Congress

<http://memory.loc.gov/learn/lessons/97/fisrthand/vocab.html>

University of California Irvine Libraries

[http://images.google.com/imgres?imgurl=http://www.lib.uci.edu/tutorial/images/blake.jpg&imgrefurl=http://www.lib.uci.edu/tutorial/%3Fpage%3Dexamples of primary source formats genres&h=3493&w=2408&sz=3007&hl=en&start=8&tbnid=Ytl\\_NYsqBBST0M:&tbnh=150&tbnw=103&prev=](http://images.google.com/imgres?imgurl=http://www.lib.uci.edu/tutorial/images/blake.jpg&imgrefurl=http://www.lib.uci.edu/tutorial/%3Fpage%3Dexamples%20of%20primary%20source%20formats%20genres&h=3493&w=2408&sz=3007&hl=en&start=8&tbnid=Ytl_NYsqBBST0M:&tbnh=150&tbnw=103&prev=)



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## Ka Ho'omau A Ka Hulina 'Ia Aku I Nā 'Ike Hawai'i The Continuity and Change of the Hawaiian Ways

### Nā Hua'ōlelo Hou - New Vocabulary

**appraisal** – the act of determining historical or monetary value in a document or artifact

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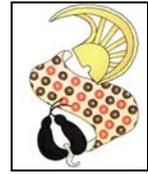
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## Appraisal Worksheet #1

### Instructions:

Read your group challenge. Decide whether or not your group will KEEP or TOSS the information. If you decide that the information is a *historical fact*, then write that particular number of that corresponding piece in the column that says KEEP. If you decide that the information is *fiction*, then write that number in the TOSS column. Remember to be prepared to explain your group's decisions!

### CHALLENGE:

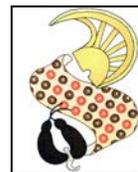
To learn about the clothing of our ali'i (royalty).

### BACKGROUND INFORMATION:

The colorful garments and symbols associated with the ali'i (chiefly class) in old Hawai'i are no longer worn publicly, but can still be seen in Hawaiian pageants today. In old Hawai'i, the actual usage of these beautiful items was discontinued with the passing of the chiefly era. Items such as cloaks, capes and helmets that were worn by the ali'i were all made with feathers taken from manu (birds) that lived in the rainforests. Although feathers were taken from several different birds, the focus is mainly on these four: the 'i'iwi and 'apapane, sought after for their 'ula'ula (red) feathers, and the 'ō'ō and mamo, prized for their melemele (yellow) and 'ele'ele (black) feathers. After hundreds and thousands of feathers had been gathered, they were separated according to size and color. Craftsmen then gathered and tied them into tiny bundles, usually three to eight feathers per bundle. The bundles were then attached to a nae (a net backing with very small mesh holes). The nae was made with a durable cord fashioned from the fibers of the olonā plant. The feather bundles were tied to the nae in a neat, well-planned way in order to create the distinct designs seen on feather garments. It is believed that no two cape or cloak designs were alike.

### SOURCES:

1. kīpuka (feather cape) replica
2. cartoon drawing of a menehune (legendary small people)
3. journal entry/ painting accounting observance of an ali'i
4. lā'i (ti leaf)
5. lei niho palaoa (whale tooth pendant) replica
6. nae (olonā netting)
7. pictures of alligators and alligator-skin clothing



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**CHALLENGE:**

To learn about the clothing of our Ali'i (Royalty).



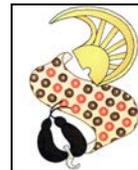
kīpuka



Menehune



lā'ī



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lei niho palaoa



nae



American  
alligator



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<b>Historical Fact</b>	<b>Fiction</b>
<b>KEEP</b>	<b>TOSS</b>

EXPLANATIONS:

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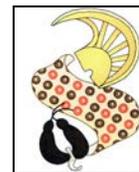
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## Appraisal Worksheet #1 Key

### Instructions:

Read your group challenge. Decide whether or not your group will KEEP or TOSS the information. If you decide that the information is a *historical fact*, then write that particular number of that corresponding piece in the column that says KEEP. If you decide that the information is *fiction*, then write that number in the TOSS column. Remember to be prepared to explain your group's decisions!

### CHALLENGE:

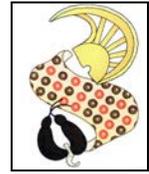
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### SOURCES:

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7. pictures of alligators and alligator-skin clothing

Historical Fact	Fiction
KEEP	TOSS
1. kīpuka (feather cape) replica	2. cartoon drawing of a menehune (legendary small people)
3. journal entry accounting observance of an ali'i	4. lā'ī (ti leaf)
5. lei niho palaoa (whale tooth pendant) replica	7. pictures of alligators and alligator-skin clothing
6. nae (olonā netting)	

## Appraisal Worksheet #2



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## Instructions:

Read your group challenge. Decide whether or not your group will KEEP or TOSS the information. If you decide that the information is a *historical fact*, then write that particular number of that corresponding piece in the column that says KEEP. If you decide that the information is *fiction*, then write that number in the TOSS column. Remember to be prepared to explain your group's decisions!

## CHALLENGE:

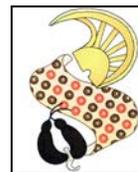
To learn the history of making kapa (bark cloth clothing).

## BACKGROUND INFORMATION:

To make clothing, early Hawaiians used the beaten fibers from the inner bark of certain plants. The product made from these fibers is commonly called "bark cloth" in English and tapa throughout Polynesia. In Hawai'i, we call it kapa (the beaten thing), to designate it specifically as a Hawaiian-made product. Based on the quality of the workmanship, its fine texture and the variety of colors and intricate geometric designs used in decoration, Hawaiian kapa is considered to be the finest made bark cloth in the world. Wauke (paper mulberry) is the preferred plant for kapa-making as it produces the best quality kapa. The inner, white bark fibers of the wauke is soaked, cleaned and pounded on a smooth stone with a hohoa (rounded kapa beater). After the fibers have been "opened" upon the smooth stone, they are transferred to the smooth, flat surface of the kua kuku (wooden anvil) where more beating occurs and the strips of fibers get even wider. Strips are felted together, are processed through a fermentation stage and lastly, undergo the final beatings using the four-sided i'e kuku (kapa beater). The Hawaiians developed a large number of dyes. Colors range from a yellow dye from the 'ōlena (tumeric plant) to a black dye from the soot of burnt kukui nuts to a reddish-brown dye from the 'alaea (red earth) to a bluish dye from the berries of the 'uki'uki (native lily plant).

## SOURCES:

1. i'e kuku (kapa beaters)
2. 'ohe kāpala (bamboo stamps)
3. citation of god(s) worshiped for making of kapa
4. picture of sewing machine
5. excerpt of Native American Indians' practices in making dyes
6. wauke (paper mulberry) plant
7. kapa samples



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**CHALLENGE:**

To learn the history of making kapa (bark-cloth clothing).



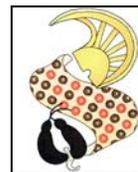
i'e kuku



'ohe kāpala



sewing machine



'Ike Pono Hawai'i



wauke



kapa



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<b>Historical Fact</b>	<b>Fiction</b>
<b>KEEP</b>	<b>TOSS</b>

EXPLANATIONS:

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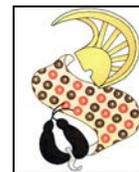
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## Appraisal Worksheet #2 Key

### Instructions:

Read your group challenge. Decide whether or not your group will KEEP or TOSS the information. If you decide that the information is a *historical fact*, then write that particular number of that corresponding piece in the column that says KEEP. If you decide that the information is *fiction*, then write that number in the TOSS column. Remember to be prepared to explain your group's decisions!

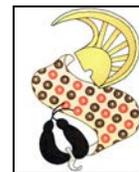
### CHALLENGE:

To learn the history of making kapa (bark-cloth clothing).

### SOURCES:

1. i'e kuku (kapa beater)
2. 'ohe kāpala (bamboo stamps)
3. citation of god(s) worshiped for making of kapa
4. picture of a sewing machine
5. excerpt of Native American Indians' practices in making dyes
6. wauke (paper mulberry) plant
7. kapa samples

Historical Fact	Fiction
KEEP	TOSS
1. i'e kuku (kapa beater)	4. picture of a sewing machine
2. 'ohe kāpala (bamboo stamps)	5. excerpt of Native American Indians' practices in making dyes
3. citation of god(s) worshiped for making kapa	
6. wauke (paper mulberry) plant	
7. kapa samples	



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## Appraisal Worksheet #3

### Instructions:

Read your group challenge. Decide whether or not your group will KEEP or TOSS the information. If you decide that the information is a *historical fact*, then write that particular number of that corresponding piece in the column that says KEEP. If you decide that the information is *fiction*, then write that number in the TOSS column. Remember to be prepared to explain your group's decisions!

### CHALLENGE:

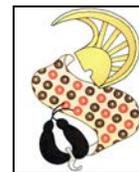
To learn about how early Hawaiians were successfully able to navigate from island to island.

### BACKGROUND INFORMATION:

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. Trusting in their keen observation skills, Polynesians of old were able to find and settle our homeland of Hawai'i. Traditional navigators used celestial clues – the lā (sun), the mahina (moon), the hōkū (stars) and hōkū hele (planets) – to guide their voyaging canoes. Navigators were also able to read the weather and the ocean environment. They observed the sequence of cloud formations. They could determine wind direction and strength. They noted the changing patterns of ocean swells. All this information was needed in order to set a safe course for their double-hulled sailing canoes.

### SOURCES:

1. picture of a modern-day Hawaiian star compass (shown)
2. instructions on making wa'a (shown)
3. modern-day navigational instruments: GPS / compass (shown)
4. excerpts from modern-day Polynesian navigators
5. excerpts from early English navigators
6. Hawaiian oli (chants)/ mele (songs)



'Ike Pono Hawai'i

**CHALLENGE:**

To learn about how early Hawaiians were successfully able to navigate from island to island.



modern-day Hawaiian star compass



GPS (Global Positioning System)



compass



'Ike Pono Hawai'i

Historical Fact	Fiction
KEEP	TOSS

EXPLANATIONS:

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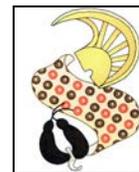
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'Ike Pono Hawai'i

## Appraisal Worksheet #3 Key

### Instructions:

Read your group challenge. Decide whether or not your group will KEEP or TOSS the information. If you decide that the information is a *historical fact*, then write that particular number of that corresponding piece in the column that says KEEP. If you decide that the information is *fiction*, then write that number in the TOSS column. Remember to be prepared to explain your group's decisions!

### CHALLENGE:

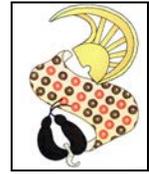
To learn about how early Hawaiians were successfully able to navigate from island to island.

### SOURCES:

1. picture of a modern-day Hawaiian star compass (shown)
2. instructions on making wa'a (shown)
3. modern day navigational instruments: GPS (Global Positioning System) / compass (shown)
4. excerpts from modern day Polynesian navigators
5. excerpts from early British navigators
6. Hawaiian oli (chants)/ mele (songs)

Historical Fact	Fiction
KEEP	TOSS
1. picture of a modern-day Hawaiian star compass	2. instructions on making a wa'a (canoe)
4. excerpts from modern day Polynesian navigators	3. pictures of modern day navigational instruments: GPS / compass
6. Hawaiian oli (chants)/ mele (songs)	5. excerpts from early British navigators

## Appraisal Worksheet #4



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## Instructions:

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## CHALLENGE:

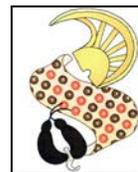
To learn about the art of hula (dance) and oli (chant).

## BACKGROUND INFORMATION:

The Hawaiian arts of hula and oli continue to survive in modern times. Since its first observation by foreign seamen: the crew of the Endeavor under the direction of Captain James Cook, the art form has evolved. Today there are two specific forms or categories: kahiko (ancient) and 'auana (modern). Yet both utilize ancient instruments in their execution: 'ulī'ulī (feather rattle), pū`ili (bamboo percussion instrument), 'ili'ili (pebbles), ipu (gourd), and others. Costumes have also evolved, being influenced by foreign materials, fashion and religious views. Pop culture has also exported and spread the art of hula and oli to countries across the globe. Hula which is the vehicle of ancient mo`olelo and tradition, now tells new stories influenced by other cultures and histories.

## SOURCES:

1. 'ili'ili (pebbles)
2. ipu (gourd)
3. 'ukulele
4. picture of male hula dancer



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**CHALLENGE:**

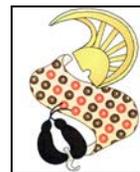
To learn about the art of hula (dance) and oli (chant).



'ili'ili



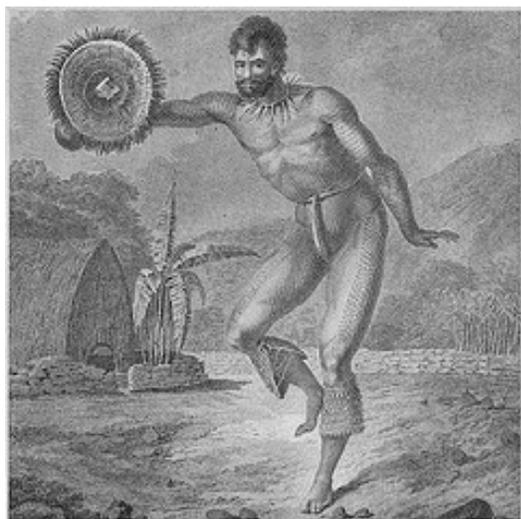
Ipu



'Ike Pono Hawai'i



'ukulele



Male hula dancer



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<b>Historical Fact</b>	<b>Fiction</b>
<b>KEEP</b>	<b>TOSS</b>

EXPLANATIONS:

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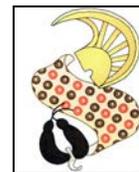
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'Ike Pono Hawai'i

## Appraisal Worksheet #4 Key

### Instructions:

Read your group challenge. Decide whether or not your group will KEEP or TOSS the information. If you decide that the information is a *historical fact*, then write that particular number of that corresponding piece in the column that says KEEP. If you decide that the information is *fiction*, then write that number in the TOSS column. Remember to be prepared to explain your group's decisions!

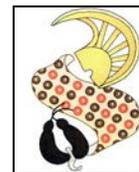
### CHALLENGE:

To learn about the art of hula (dance) and oli (chant).

### SOURCES:

1. 'ili'ili (pebbles)
2. ipu (gourd)
3. 'ukulele
4. picture of male hula dancer

Historical Fact	Fiction
KEEP	TOSS
1. 'ili'ili	3. 'ukulele
2.ipu	
4. picture of male hula dancer	



'Ike Pono Hawai'i

## Word Search Puzzle

### Instructions:

Find all the words in the word bank to help you solve this puzzle. Once you have found all the words, color in the remaining boxes with the following letters: G, J, K, Q, X, Y, Z. Then write the letters that are left behind, starting from the top and moving from left to right, to finish the statement below. Good luck!

G	J	A	R	C	H	I	V	E	S	K
Q	X	Y	Z	G	I	J	A	K	Q	X
Y	P	Z	G	J	S	R	R	K	Q	C
X	Y	Z	G	J	T	K	C	X	Y	O
Z	G	J	K	Q	O	X	H	Y	Z	L
G	J	A	P	P	R	A	I	S	A	L
K	Q	X	I	Y	I	M	V	Z	G	E
J	K	D	Q	X	C	Y	I	Z	G	C
J	K	O	Q	X	A	Y	S	Z	G	T
A	J	C	K	Q	L	X	T	R	Y	I
Z	G	U	J	K	V	C	Q	X	Y	O
Z	G	M	Y	J	A	K	S	Q	X	N
Y	Z	E	G	F	L	J	K	Q	X	Y
Z	G	N	I	O	U	J	K	Q	U	X
Y	Z	T	G	J	E	K	Q	X	Y	Z
G	R	J	R	K	Q	C	X	Y	Z	G
A	J	K	Q	X	E	Y	Z	G	J	S

"It is fun learning about history through \_\_\_\_\_

\_\_\_\_\_!"

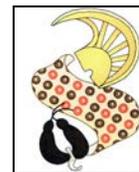
### Word Bank:

APPRAISAL  
COLLECTION

ARCHIVES  
DOCUMENT

ARCHIVIST  
HISTORICAL VALUE

ARTIFACT



'Ike Pono Hawai'i

## Word Search Puzzle Key

### Instructions:

Find all the words in the word bank to help you solve this puzzle. Once you have found all your words, color in the remaining boxes with the following letters: G, J, K, Q, X, Y, Z. Then write the letters that are left behind, starting from the top and moving from left to right, to finish the statement below. Good luck!

		A	R	C	H	I	V	E	S	
					I		A			
	P				S	R	R			C
					T		C			O
					O		H			L
		A	P	P	R	A	I	S	A	L
			I		I	M	V			E
		D			C		I			C
		O			A		S			T
A		C			L		T	R		I
		U			V	C				O
		M	Y		A		S			N
		E		F	L					
		N	I	O	U				U	
		T			E					
	R		R			C				
A					E					S

"It is fun learning about history through PRIMARY SOURCES !"

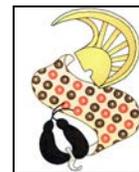
### Word Bank:

APPRAISAL  
COLLECTION

ARCHIVES  
DOCUMENT

ARCHIVIST  
HISTORICAL VALUE

ARTIFACT



'Ike Pono Hawai'i

## Student Reflection

### Instructions:

Challenge yourself to explain in at least 5 sentences or more on how **primary sources** can help you learn more about Hawaiian history. Be sure to use examples. If you need more lines, feel free to continue on a separate sheet of folder paper.

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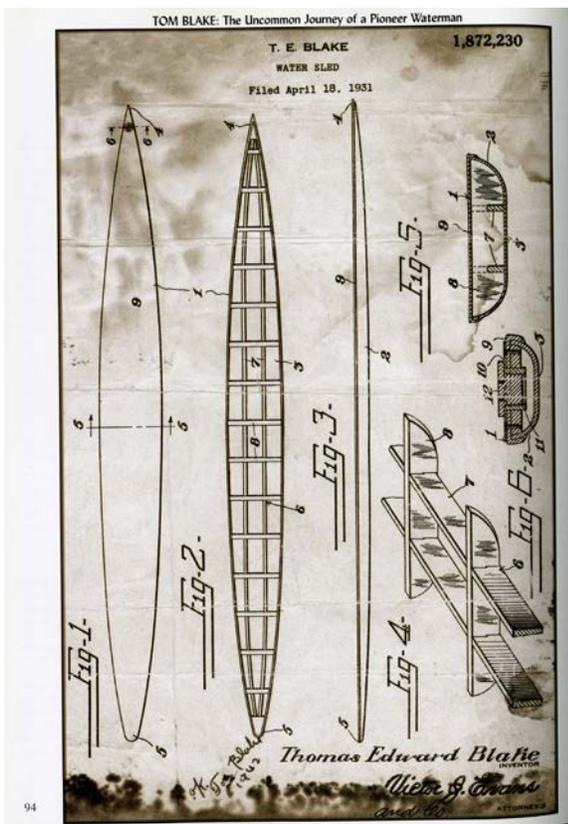
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A drawing for a patent [from: Lynch, Gary. *Tom Blake: the Uncommon Journey of a Pioneer Waterman*. Corona del Mar, CA: Croul Family Foundation, 2001]. Tom Blake designed a hollow surfboard in 1931 that revolutionized surfing. Blake was a direct connection between surfing in Hawaii and the popularity of surfing in California that began before World War II and expanded after the war.