

Activity #1

In Our Lifetime: Kupuna Stories

Length:

Two class periods (depending on length of time allowed for final presentations), plus research project

Prerequisite Activity:

None.

Objectives:

- Research and document historic changes in the natural environment of Maui.
- Interview someone who has observed changes in local landscape and biota first hand.
- Create an essay, poster display, brochure, multimedia presentation, song, or chant documenting or reflecting on changes in the natural environment of Maui.
- Present the finished project to the class.
- Gain a “sense of place” and a historic perspective; connect shifts in the community to shifts in natural resources.

Vocabulary:

Kupuna

● ● ● **Class Period One: Discussion & Research Topics**

Materials & Setup

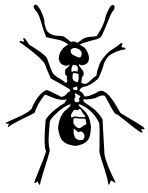
Lahaina: Waves of Change DVD included in this curriculum

For each student

- Student Pages “Tips for Interviewing” (p. 11)

Instructions

- 1) Ask students the Hawaiian name of the town, neighborhood, or street that they live on. Do they know what the name means? Consult Teacher Background: “Hawaiian Place Names” for examples of places named for a native Hawaiian species. Ask students if they know if these species are still present at these locations.
- 2) Encourage them to think about their natural surroundings. Have they noticed changes in their neighborhood, at their favorite beach, surf break, or hiking trail? How?
- 3) Tell students they will interview a *kupuna* or older local resident about how the natural landscape of Hawai‘i has changed in their lifetimes. Afterwards, they will tell their interviewee’s story in a documentary, music video, essay, class presentation, painting, slide show, song, or chant.

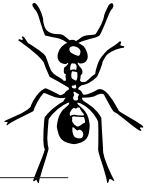


- 4) Show the film, *Lāhainā: Waves of Change*. Tell students to critique the film as they watch. What techniques do the filmmakers employ to create a sense of time and place? How are interviews, historic photos, and music incorporated? What kinds of things did interviewees talk about? Have students take notes, recording any new facts they learn about Lāhainā, and anything they notice about the craft of storytelling.
- 5) Have students select a person to interview. Tell them to choose someone who has lived in Hawai‘i for a long time and has spent time outdoors—a fisherman, farmer, forester, rancher, surveyor, or pilot, for example. Hula dancers and cultural practitioners are also good choices. Their interviewee could be an older family member, family friend, or an employee at one of the agencies listed in Teacher Background “Sources.” They can also contact Hale Makua or another retirement center for an interviewee.
- 6) Pass out Student page “Tips for Interviewing.” Help students draft interview questions. Topics to cover include: disappearing forest or marine resources, new plant, animal, and insect species that are taking the place of the old ones, medicinal and cultural plants that are now rare. Don’t neglect positive changes, such as the re-introduction of nēnē, the Hawaiian goose, which was extinct on Maui.
- 7) You will need to set the parameters for the interviews, such as:
 - How long students will have to conduct their interviews.
 - When they will need to hand in interview notes. These notes will help form the basis for their creative response.
 - How students will tell their interviewee’s story. Options include a documentary, music video, essay, class presentation, painting, slide show, song, or chant.
 - How research and presentations will be evaluated.
- 8) Schedule a day for presentations and allow students to perform or display their work.

Note: Depending upon the needs of your students, you may need to schedule some class time to help students refine their research questions, identify more sources of information, or develop their final presentation.

Journal Ideas

- Describe the experience of interviewing or researching your subject. What made it challenging or fun? What did you learn that you didn’t know before?
- How did your view of Maui change after your interview? What do you imagine will change in your lifetime? Have you already noticed changes in your natural environment?
- Who do you think is responsible for these changes? How can you affect future changes? Name five ways.

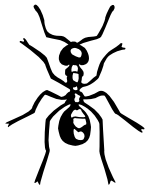


Assessment Tools

- Class discussion
- Research plans and interview notes
- Final presentations
- Journal entries

Further Enrichment

- Work with the Digitalbus (www.digitalbus.org) to help students produce videos based on their interviews.
- Have students compose a chant, song, or essay celebrating a favorite natural resource that still exists, for example: a place where they catch fish, a surf break or waterfall, a native plant, insect, or bird.
- Encourage students to enter the Environmental Protection Agency's annual "Sense of Wonder" competition by working with an elder person to collaboratively create a photograph, essay, poem, or dance that celebrates the natural world. Entries must be intergenerational projects and are typically due in June; winners are announced in November. For full details, visit www.epa.gov or <http://www.epa.gov/aging/resources/thesenseofwonder/index.htm>



Teacher Background

Hawaiian Place Names

Hawaiian place names often give clues to what once lived in an area. The following locales are named after a Hawaiian plant or animal. Choose a few to discuss. Ask students if they can think of any examples. (It might be helpful to have a detailed map or atlas to reference these sites.)

Examples from Maui:

Hāli'imaile: strewn *maile* vines

Hanawana: *wana*, or sea urchin, bay

Kanaio: the *naio*, or false sandalwood

Kaimuloli: oven for *loli*, or sea cucumber (an area near Kaupo where people were fond of baked sea cucumber.)

Ke'anae: mullet (also a white taro variety)

Keone'ō'io: 'ō'io or bonefish (*Albula glossosdonta*) beach

Līpoa: *lipoa* seaweed

Makawao: the beginning of the forest

Mokupipi: pearl oyster island

Nāpili: the *pili* grass

Ōma'opio: whistling thrush

Pu'ukoli'i Street: *koli'i*, a lobelia that grows in the upper forest, hill

Pu'unēnē: *nēnē* hill

Waihe'e: squid liquid

Waikamoi: water of the *moi*, threadfish

Ukumehame: paid *mehame* wood

'Ulupalakua: 'ulu, breadfruit, ripening on the back of carriers

Examples from other islands:

'Aiea (O'ahu): *aiea* tree

Hale Palaoa (Lāna'i): house of the whale

Hale'iwa (O'ahu): house of the *iwa*, or frigate bird

Haleloulū (Moloka'i): house thatched with *loulū* palm

Hanakoa (Kaua'i): *koa* tree bay

Hinano Street (O'ahu): male *hala* flower

Honohonou (Hawai'i): much *honohono* grass

Honoko'i (Moloka'i): adze bay

Iholena Street (O'ahu): Hawaiian banana variety

'Iolani Palace (O'ahu): royal *io*, or hawk

Ka'a'awa (O'ahu): wrasse fish

Kahala (Oahu): amberjack fish

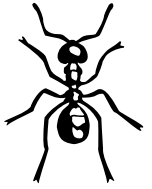
Kamiloholu (Hawai'i): the swaying milo tree

Keahole (Hawai'i): *ahole* fish

Koa'e (Hawai'i): tropicbird

Ko'ele (Lānai): dark sugar cane

Miloli'i (Hawai'i): fine twist (The village was noted for its excellent cordage.)



Mohoeka (Hawai‘i): white *moho*, Hawaiian flightless rail bird (extinct)
Mohopilo (Hawai‘i): *moho*, flightless rail bird’s stinky droppings
Mokihana (Kaua‘i): *mokihana* tree
Olokele (Kaua‘i): another name for *i‘iwi* honeycreeper bird
Polihua (Lānai): eggs in bosom (after the sea turtles who nest here)
Puako (Hawai‘i): sugar cane blossoms
Punalu‘u (Hawai‘i): coral dived for
Waialae (Kaua‘i): mudhen water
Waianae (O‘ahu): mullet water
Waikoloa (Hawai‘i): *koloa*, or duck water
Waikīkī (O‘ahu): spouting water, natural springs

Sources

The following gardens and parks likely have staff that would be willing to talk to students about changes in natural landscapes. They are also places students can go to see examples of plants and animals that are now rare. (Contact staff prior to visit for explanatory tours.)

Maui Nui Botanical Garden

Maui Nui Botanical Garden has numerous rare, native plants in addition to a collection of canoe plants. 150 Kanaloa Ave., Kahului, Hawai‘i, (808) 249-2798. www.mnbg.org

Kahanu Garden and Pi‘ilanihale Heiau

Pi‘ilanihale Heiau, the largest prehistoric monument in Hawai‘i, was built in the 14th century. The 122-acre grounds include a canoe garden focusing on the ethnobotany of the Pacific. Self-guided tours, weekdays 10-2, \$10. Guided tours Saturdays, \$25. Near end of Ula‘ino Rd., Hāna, Hawai‘i, (808) 248-8912.

Haleakalā National Park

Haleakalā National Park offers visitors an abundance of native Hawaiian habitats, ranging from the rain forests of Kīpahulu to the spectacular moonscape of the summit. Hawaiian honeycreepers are easily viewed on a short hike starting at Hosmer’s Grove. Crater Rd., Kula, Hawai‘i, (808) 572-4400. www.nps.gov/hale

‘Īao Valley State Park

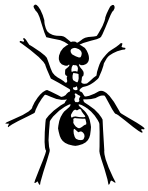
‘Īao Valley has a thriving garden of canoe plants, as well as a population of native stream creatures that can be viewed with a mask and snorkel. 5 ‘Īao Valley Rd., Wailuku, Hawai‘i, (808) 587-0300.

Alexander & Baldwin Sugar Museum

Historic photos show what Maui looked like during the initial phases of sugar production. 3957 Hansen Rd., Kahului, Hawai‘i, (808) 871-8058. www.sugarmuseum.com

Bailey House Museum

This small museum contains many historic artifacts, including the skins of extinct Hawaiian birds



and an assortment of native tree snails. Additionally, Edward Bailey's paintings depict the Hawaiian Islands as they were long ago. 2375 Main St., Wailuku, Hawai'i, (808) 244-3326.
www.mauimuseum.org

Baldwin House Museum

The restored 1835 home of Reverend Dwight Baldwin has relics from the 19th century, including the doctor's collection of native tree snails and furniture made from rare woods.
120 Dickenson St., Lāhainā, Hawai'i, (808) 661-3262. www.lahainarestoration.org/baldwin.html

Books

Beckwith, Mary Warren, *The Kumulipo: A Hawaiian Creation Chant*. University of Hawai'i Press, 1981

Bird, Isabella, *Six months in the Sandwich Islands*. University of Hawai'i Press, Honolulu, 1966.

Cuddihy, Linda and Stone, Charles. *Alteration of Native Hawaiian Vegetation, Effects of Humans, Their Activities and Introductions*. University of Hawai'i Press, Honolulu, 1990.

Juvik, Sonia P. and Juvik, James O., *Atlas of Hawaii, third edition*. Geography Dept., Univ. Hawai'i. University of Hawai'i Press, Honolulu, 1998.

Rock, Joseph Francis Charles, *The Indigenous Trees of the Hawaiian Islands*. College of Hawai'i, 1913.

Pukui, Mary Kawena, *'Olelo No'eau: Hawaiian Proverbs and Poetical Sayings*. Bishop Museum Press, Honolulu, 1983.