



# KEIKI

## *Children of the Land* The Hāna Community of Hawai'i

A Companion Guide  
for Elementary and Middle School Teachers  
(Grades 4–8)

**Cecilia Mañosa, M.A.**



# TABLE OF CONTENTS

**Educator Information *page 4***

**Overview *page 4***

**What You Will Find *page 4***

**What's in Each Lesson *page 5***

**How You Can Help *page 5***

**Lessons**

**1. *Kahu, Stewards of the Land page 6***

**2. *'Āina, Place page 10***

**Handouts *page 13***

# ACTIVITY SHEETS AND HANDOUT CREDITS

**“Hawaiian Traditional Plants” handout.**

Images: *uala* (sweet potato) *Ipomoea batatas*; *niu* (coconut) *Cocos nucifera*; *kalo* (taro) *Colocasia esculenta*; *ulu* (breadfruit) *Artocarpus altilis*; and *ipu* (bottle gourd) *Lagenaria siceraria*. Uala photo by Forest & Kim Starr, USGS, for the Hawaiian Ecosystems At Risk (HEAR) Project, taken from <http://www.hear.org>. Remaining images by James Gwinn for Indigenous Geography.

**“Rules for Poison Prevention” handout** was provided by the Kentucky Department of Fish and Wildlife’s Native Plant Program in Frankfort, KY and taken from Cecilia Mañosa, 2003, *A Native Presence: A Companion Guide for Middle and Elementary School Teachers (Grades 4-8)*, Kentucky Native American Heritage Commission, Kentucky.

**“Traditional Hawaiian Plants Fact Sheet” handout** was compiled by the educator from a variety of plant information sources.

**“Biography of a Plant” handout** was adapted from the National Tropical Botanical Garden’s website, <http://ntbg.org/plants/index.php>. Used with permission.

**“Images of Hāna” handout** is comprised of images taken for the Indigenous Geography Project by James Gwinn.

**“Why I Love Hāna” handout** is excerpted from high school class discussions in Hāna carried out by the Smithsonian Institution’s National Museum of the American Indian staff and Hāna community liaisons in December 2004 for the Indigenous Geography Project.

# EDUCATOR INFORMATION

## Overview

This curriculum/study guide was prepared as an educational tool to accompany the Hāna Community component of the Smithsonian Institution's National Museum of the American Indian's Internet-based **Indigenous Geography Project**. *Keiki, Children of the Land, The Hāna Community of Hawai'i: A Companion Guide for Elementary and Middle School Teachers* will help educators in grades 4–8 teach about one contemporary Native Hawaiian community living in Hāna today on the island of Maui, Hawai'i.

A total of two lessons that explore in more depth selected topics addressed by the Hāna community in the Indigenous Geography Project have been developed. While preparing these lessons, we worked closely with members of the Hāna community to ensure relevance and accuracy of topics explored in the lessons. Also, efforts were made to reveal the interdependency of these topics and to target particular National Geography Standards and National Social Sciences Standards. These standards provide direction for helping students become geographically and historically informed and further understanding and appreciation of the complex web of relationships between people, places, and the environment through time.

## What You Will Find

This Guide contains two lesson plans.

### Lesson 1

*Kahu, Stewards of the Land* introduces students to the roles and contributions of traditional Hawaiian plants and investigates the close interdependency that exists among plants, animals, and humans. Students carry out research on Hawaiian plants and present their results in a PowerPoint presentation or poster format. Then they explore the plant communities that thrive in their own backyards and write a poem from the plant's point of view articulating the relationships between plants and other livings. The lesson concludes with an extension activity where students write a reflective piece on how nature has helped the student's own community to develop over time.

### Lesson 2

*'Āina, Place* explores how culture and experience influence people's perceptions of places and how these shape one's identity. The lesson integrates the use

of different images of place and students' values, ideas, and artwork about their own places in order to examine these issues from a cross-cultural perspective. The lesson concludes with an extension activity to conduct a photography workshop to teach students how to document what they appreciate and value in their own communities.

## What's in Each Lesson

Each lesson consists of thirteen sections. **Objectives** highlights what the lesson is designed to achieve. **Estimated Time** provides an average estimate of lesson length. **Materials Required** lists the materials that will be needed to carry out the lesson. **Connections to the Curriculum** lists what curriculum areas the lesson touches on, for example, social sciences, geography, history, language arts, and/or language. **Connections to the National Geography Standards** lists what standards the lesson explores. **Connections to Students' Geographic Skills** describes what kinds of abilities students will acquire or develop further as a result of doing the lesson. **Connections to the National Social Sciences Standards** points out what strands this lesson examines. Words from the *Hawaiian* language are in *italics*. **Background** provides information that enhances understanding of the lesson topic and may be reproduced for classroom use, if needed. **Setting the Stage** serves as an icebreaker to introduce students to different themes. **Procedure** describes the different steps teachers need to follow to carry out the lesson successfully. The **Student Assessment** activities allow students to integrate what they have learned and communicate it to others. They also provide educators with ways to evaluate students' understandings of the topic. **Extension** suggests ways students can explore a similar topic in their own community. Finally, **Sources Consulted For Content** points out what bibliographical references were used to develop the lesson content.

## How You Can Help

Let us hear from you. Email your comments to [NMAI-IndGeog@si.edu](mailto:NMAI-IndGeog@si.edu).

## Indigenous Geography Website:

[www.IndigenousGeography.si.edu](http://www.IndigenousGeography.si.edu)

# LESSON I

## KAHU, STEWARDS OF THE LAND

GRADES 4–8

### Lesson Objectives

At the completion of this lesson, students will be able to:

- explain the role and contributions of traditional Hawaiian plants.
- investigate the plant communities in their own backyards.
- develop greater appreciation, understanding, and stewardship of plant communities and their roles in our lives.

### Estimated Time

Two to three 45-minute periods

### Materials Required

- “Traditional Hawaiian Plants” cards (cards with a picture of the plant and name)
- “Traditional Hawaiian Plants” fact sheet
- “Rules for Poison Prevention” handout
- “Biography of a Plant” handout

### Connections to the Curriculum Area

Geography  
Social Studies  
Art

### Connections to the National Geography Standards

**Standard 8:** Explain the functions and dynamics of ecosystems

### Connections to Students’ Geographic Skills

The student is able to:

- research traditional Hawaiian plants and identify how they are both linked and interdependent with the fauna and ecosystems where they live.

## Connections to the National Social Sciences Standards

**Strand I: Culture.** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Strand II: Time, Continuity, and Change.** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

## Background

The Hawaiian Islands are the most remote major island group on earth. Lying 2,400 miles from the nearest continent, they have never had connection to any other land mass. Natural crossings across this vast ocean by animals and plants were rare, so those that succeeded evolved unique ways of adaptation. Seafaring groups from Polynesia settled in these new islands developing one of the most sophisticated societies in the Pacific, long before the first Europeans set foot in 1777.

Hawai'i's people were regarded as successful farmers, having developed more than 200 varieties of sweet potatoes and taro, which they maintained through an elaborately engineered system of irrigation. Their agricultural activities were also complemented by the harvesting of sea products obtained during their sea-faring voyages. Their way of life has been so closely intertwined with nature that they call themselves *keiki o ka'āina*, "children of the land." Traditionally, food, clothing, housing, weapons, tools, musical instruments, canoes, and medicines all came from the plants and animals on this land. Since contact with Europeans in the eighteenth century, traditional Hawaiian culture has experienced rapid changes, many of which have led to the disappearance of ancient practices and rituals and a dramatic decrease in their population. Today, Hawaiians "look to the source" to revive and rejuvenate their culture.

## Setting the Stage

- Show a map of the Hawaiian Islands. Then write the word "Hawai'i" on the board and elicit students' impressions about the landscape and peoples of Hawai'i.
- Tell students that Hawai'i constitutes the most remote major island group on earth and that it has the most unique plant communities in the world. Ask students to think about these questions:
  - How did the plants get there?
  - What makes them so unique?
- Elicit students' responses.

## Procedure

### Stage I\*: Investigating Hawaiian Traditional Plants

\*Note: This section has been adapted from Mañosa, Cecilia. 2003. *A Native Presence. A Companion Guide for Middle and Elementary School Teachers (Grades 4-8)*, Kentucky Native American Heritage Commission, Kentucky.

1. Tell students that traditionally, Native Hawaiians have used and preserved the resources on the land and in the sea by practicing *malama 'āina*

(caring for the land). By using what was needed for sustenance and by observing the natural cycles of living things throughout the year, they were also taking care of these resources for future generations.

2. Tell students that they are going to learn about the role of some plants in Hawaiian culture today.
3. Divide the class into groups of four and give each group a color copy of a selection of the “Hawaiian Traditional Plants” picture cards. Also hand out the “Hawaiian Traditional Plants” fact sheet. Go over the selections with them.
4. Give out the “Rules for Poison Prevention” handout to each student. Read aloud and discuss some of the rules that need to be followed when dealing with plants.
5. Ask each student to choose one plant from the picture cards and a new plant from the web links below and have them research the qualities and properties of the plants. Also have them investigate how animals depend on these plants for their survival and vice versa and in which ecosystems they live. To facilitate their study, encourage them to check other sources such as the following websites: Hawaiian Ecosystem at Risk Project, <http://www.hear.org/index.html>, Hawaiian Ethnobotany Online Base, <http://www2.bishopmuseum.org/ethnobotanydb/index.asp>, Haleakalā National Park, [http://www.nps.gov/hale/pages/tier\\_one/home.htm](http://www.nps.gov/hale/pages/tier_one/home.htm), National Tropical Botanical Garden website, <http://ntbg.org/plants/index.php>. They should also use books to learn more about the plant each one of them selected.
6. Have students present the results of their research in a PowerPoint presentation or develop a poster highlighting the main results of their findings. Encourage students to use illustrations and drawings, and/or to take pictures of the plants when designing their presentations.
7. As a follow-up, invite a Native Hawaiian to your class to lead a “Talking Circle” about how Hawaiian natural landscape has shaped Hawaiian culture over time.

### ***Stage II: Exploring the Plants that Grow In My Own Backyard***

1. Have students walk the school garden, a nearby park or forest, or their own backyards to investigate some of the plants that live in their plots.
2. Have students use the “Biography of a Plant” handout to record the information they gather. Also encourage students to learn more about their plants by doing further research on the internet and by consulting books. Tell students that plants and animals depend on each other to live. Animals feed on plants, and in return, animals help to propagate the seeds of the plants. Have students investigate which animals/insects use the plant of their choice and vice versa.
3. Then have students write a story from the plant’s point of view, integrating the plant’s relationships with animals and the ecosystem where they live.

### **Suggested Student Assessment**

Assess students’ performances based on their degree of involvement and successful completion of the activities.

## Extension

Have students write a reflective piece on how nature has helped the students' own communities to develop over time. They can also invite a naturalist to broaden the students' views on these issues.

## Sources Consulted for Content

Essays provided by the Hāna Community of Maui in Hawai'i for the Indigenous Geography Project of the Smithsonian Institution's National Museum of the American Indian.

Harden, M.J. *Voices of Wisdom: Hawaiian Elders Speak*. Hawaii: Aka Press, 1999.

Hawaiian Ecosystems at Risk Project website: <http://www.hear.org>.

National Park Service website for "Haleakalā National Park":

[http://www.nps.gov/hale/pages/tier\\_one/home.htm](http://www.nps.gov/hale/pages/tier_one/home.htm).



# LESSON II

## 'ĀINA PLACE

GRADES 4–8

### Lesson Objectives

At the completion of this lesson, students will be able to:

- explore how culture and experience influence perceptions of places.
- explore how place and culture shape one's identity.

### Estimated Time

One to two 45-minute periods

### Materials Required

- “Images of Hāna” handout
- “Why I Love Hāna” handout

### Connections to the Curriculum Area

Geography  
Social Studies  
Arts

### Connections to National Geography Standards

**Standard #6:** How culture and experience influence people's perceptions of places and regions.

### Connections to Students' Geographic Skills

The student is able to:

- reflect on the characteristics of places from different points of view.
- identify ways culture influences people's perceptions of places and regions.

### Connections to the National Social Sciences Standards

**Strand I: Culture.** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Strand II: Time, Continuity, and Change.** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

## Setting the Stage

- Have students bring a picture of the community in which they live.
- In class, have them write down what makes their community special.
- Elicit students' responses and engage students in a discussion on what makes their place unique and important to them. Write their opinions on the board.

## Procedure

### Stage I

1. Show a map of the Hawaiian Islands, pointing to the community of Hāna on the island of Maui. Tell students that Native Hawaiians trace their ancestry to Polynesia. The ancestors of Native Hawaiians were seafaring groups that arrived to Hawai'i from Polynesia around 1500 years ago.
2. Show the "Images of Hāna" handout and elicit students' impressions. Write them on the board.
3. Share *boni*, "preserving the breath," an ancient Hawaiian greeting with students. This will serve as a nice introduction to Hāna. Have them stand in two rows facing each other. Have one student lean forward and look into their peer's eyes, into the person's soul. Touch foreheads gently, touch noses, then inhale deeply, sharing the *hā*, the breath of life. Repeat this same greeting with the rest of the students.
4. Then discuss with students the importance of practicing culturally-appropriate greetings.
5. In pairs, tell students to read the "Why I Love Hāna" handout to learn about how young adults in Hāna view their place.
6. Discuss what young adults in Hāna appreciate most about their place. Elicit students' responses.
7. Using the information above and the Hāna Community's essay on "Place" from the Indigenous Geography Project's website, [www.indigenousgeography.si.edu](http://www.indigenousgeography.si.edu), have each student write a poem about the importance of place from the point of view of Hāna children.
8. Then have students exchange each others' poems and illustrate their peer's poem.
9. Conclude the activity by having students read their peer's poems and compile them in a booklet for future reading.

## Evaluation

In pairs, have students reflect on:

- the similarities and differences between their values/feelings for their places and what Hāna children perceive as special in Hāna.
- how our place helps to define our roots, identity.

Elicit students' responses and highlight the role of place and culture in shaping who we are.



## Extension

Conduct a photography workshop to teach students how to document what they appreciate/value in their own communities in a visual format. Then have them display the pictures and accompanying texts explaining their views of the photos in a poster format. This activity can be done in collaboration with the art teacher.

## Sources Consulted for Content

High school class discussions in Hāna carried out by the Smithsonian Institution's National Museum of the American Indian staff and Hāna community liaisons in December 2004 for the Indigenous Geography Project.



## HAWAIIAN TRADITIONAL PLANTS

***kalo***

(taro)

*Colocasia esculenta*



***ipu***

(bottle gourd)

*Lagenaria siceraria*



***ulu***

(breadfruit)

*Artocarpus altilis*



***niu***

(coconut)

*Cocos nucifera*



***uala***

(sweet potato)

*Ipomoea batatas*

## RULES FOR POISON PREVENTION

When experimenting with edible and medicinal plants, here are a few simple rules that should always be followed.

1. There are 24 lethal plants in the eastern United States. Learn how to recognize them and avoid them. Be aware, also, of those plants that cause dermatitis (inflammation of the skin).
2. Teach children not to put plants in their mouths, and keep all plants away from infants.
3. Do not use any plant that you cannot positively, without a doubt, identify as edible or medicinal.
4. Do not assume that a plant that resembles another edible plant is also edible (Wild Carrot or Queen Anne's Lace/poison hemlock).
5. When you are collecting edible or medicinal plants, be sure not to include parts from nearby poisonous plants.
6. Do not collect plants that have recently been sprayed with insecticides (highway rights-of-way, industrial farms, chemically-treated lawns, golf courses, and in the woods near steel drums containing toxic materials).
7. Be absolutely certain which parts of a plant should be collected and at what season, and the proper way to use them (some species are poisonous when raw, but edible when cooked, or edible when young but toxic later in the season).
8. Sample unfamiliar edible plants sparingly at first (just like other foods—some people have allergic reactions to some foods).
9. There are no foolproof tests for determining either edible or poisonous plants. Animals are **not** reliable indicators for determining edibility (animals love poison ivy berries!).

If you are concerned that a poisonous plant has been ingested or handled, or if you have questions concerning plants that you have ingested, call the Poison Center for more information: 1-800-722-5725 or 1-502-589-8222.

## HAWAIIAN TRADITIONAL PLANTS FACT SHEET

NAME	ORIGIN	WHERE AND HOW THEY GROW	FOOD USES	MEDICAL USES	OTHER USES
<b>UALA</b> Sweet potato ( <i>Ipomoea batatas</i> )	Brought from Polynesia	Vine with large underground tubers, which is commonly cultivated	Tubers and leaves are eaten Make fermented beer	To cure nausea	Tubers used as bait for fishing
<b>KALO</b> Taro ( <i>Colocasia esculenta</i> )	Brought from Polynesia	Herb that can grow up to 1 m tall with heart shaped leaves Mainly cultivated in ponds	Single most important food plant to Polynesians Early Hawaiians grew 300 varieties Mainly grown for poi production	Used to stop wounds from bleeding The stem leaf is rubbed on insect bites to prevent swelling and pain The juice is taken to reduce fever	
<b>ULU</b> Breadfruit ( <i>Artocarpus altilis</i> )	Brought from Polynesia	Tree that grows up to 30 feet It is cultivated in hot moist areas	Large fruit eaten and made into poi Sweet dish made from <i>ulu</i> and coconut cream	Sap used to treat numerous other remedies	Lightweight wood used for drums, house doors, and canoes Sap as gum from stem chewed by children

## HAWAIIAN TRADITIONAL PLANTS FACT SHEET

NAME	ORIGIN	WHERE AND HOW THEY GROW	FOOD USES	MEDICAL USES	OTHER USES
<b>NIU</b> Coconut ( <i>Cocos nucifera</i> )	Brought from Polynesia	Tree that can grow up to 30 m tall Cultivated in the wild	Leaf sheaths used as food or fish-bait wrappers <i>Niu</i> water used as a drink The flesh is eaten raw or with poi	Used for constipation	The trunks used to make house posts, small canoes, hula drums or food containers Leaves used for baskets, thatch and for fans Husk fibers used for cordage to make nets or lashing Shell of fruit used for eating utensils such as spoons, bowls, plates, cups, and strainers
<b>IPU</b> Bottle gourd ( <i>Lagenaria siceraria</i> )	Brought from Polynesia	It grows best in dry areas with some type of support so the fruit won't spoil		For treatment of madness	The fruit is made into containers for water, food, dyes Used for musical instruments such as the bases of hula rattles, knee drums, and percussion instruments Also used to scare away sharks

## BIOGRAPHY OF A PLANT

**What do I look like?**

---

**What's in a name?**

---

---

Draw your plant here.

**Am I dangerous?**

---

**Where am I from?**

---

**Can you eat me?**

---

**How can you use me?**

---

**Do you know any stories about me?**

---

---

---

IMAGES OF HĀNA



## WHY I LOVE HĀNA

### WHEN YOU TELL SOMEONE THAT YOU'RE FROM HĀNA, WHAT ARE YOU TRYING TO COMMUNICATE?

- family and relations
- friends
- from the country, not the city
- have *aloha*, “love, compassion, greeting of hello and goodbye with affection”
- are friendly
- fortunate to live in Hāna because of the natural beauty (mountains, etc.) in everyone’s backyard
- problems with fences and removal of lands from traditional hunting and fishing grounds
- bloodline / being Hawaiian
- proud that it’s country / cleaner, not polluted
- long tradition, history, in Hāna, especially families
- closer to roots
- respect in Hāna
- legacy / tradition / family
- proud and humble
- freedom to walk around / safe, all family
- know where to go and where not to go and when / weather patterns
- learning from family, relationships
- a good place / no malls, lots of nature, relaxed atmosphere, natural resources / where everyone knows everyone else and is related
- mixed feelings / need to go to the other side for goods, small country where everything gets around
- special knowledge / currents and where not to surf, mountains and floods and weather that family and friends have taught about, places passed down from generations

## WHAT'S SPECIAL ABOUT HĀNA?

- relationships to places
- cherishing what you've been told and taught
- more work in Hāna, more responsibility
- people from the city can't handle it; they're spoiled
- beaches, fishing, swimming / knowing which are safe and which aren't
- everybody's invited to parties and everyone helps  
(e.g., *lau lau* for Thanksgiving)
- it's a family community / all know who's who, where to go
- extended families mean the ability to talk and get advice
- the beach, good waves, and warm water
- that it's peaceful
- the people and respect
- friends and neighbors
- family