

Lesson

1

'O Wai La?

Who am I?

STANDARDS**'Ike Maui Lāhui:**

Cultural Identity Pathway

NAI.3 Perpetuating Native Hawaiian cultural identity through practices that strengthen knowledge of language, culture and genealogical connections to akua, 'āina, and kanaka.

Social Studies: Systems, Dynamics, and Inquiry

Cultural Systems and Practices

SS.1.6.1 Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends.

ELA: Speak and Listening:

Presentation of Knowledge and Ideas

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELA: Speak and Listening:

Presentation of Knowledge and Ideas

K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

1.SL.6 Produce complete sentences when appropriate to task and situation.

2.SL.6 Produce complete sentences when appropriate to task and situation in

order to provide requested detail or clarification.

KEY concepts

- Mo'okū'auhau tells a story about my family and who I am.
- Family traditions and practices help tell my story.
- We express our cultural beliefs through stories.

LESSON at a glance

Students learn about their genealogy by creating a "Who Am I" bag. Their mo'okū'auhau bag includes a family photo; an item showing how they are connected to their homeland; and an item that reflects a family tradition or practice. The teacher also reads a story aloud to the students called "The Other Way To Listen." Students learn that even rocks, trees, and hills are your ancestors. They are part of your genealogy.

ASSESSMENT

- Learning Log 1 and 2
- Rubrics

TIME

2-3 days

SKILLS

speaking, listening, drawing, writing, thinking

MATERIALS

- Learning Log 1 and 2
- colored markers or crayons
- scissors
- stamps, stickers, pompoms, any kind of materials children can use to decorate
- brown paper sandwich bags
- “The Other Way To Listen” by Byrd Baylor
- card stock

PREPARATION

- Decorate a brown paper bag and write across the top “Who Am I?”
- Gather the following items and place in your bag: a photograph of your family, an item that shows your connection to your homeland, and an item that shows a family tradition and/or practice.
- Choose a corner in your classroom where you can construct a large kukui tree from floor to ceiling. Ideally, you can have students help build the tree or invite ‘ohana to help. Use large sheets of construction paper to build the trunk and branches. You can use newspaper to stuff the inside of the tree so that it appears three-dimensional. Make a large sign that reads “My Mo'okū'auhau Tree.” Place it at the top of the tree.
- Make copies of Learning Log 2 on card stock or oak tag for each student.

VOCABULARY

- mo'okū'auhau – genealogy; a chart or record showing the ancestors and

lines of hereditary descent of a family; a family tree

- ‘O wai la – Who am I?
- practice – to do something repeatedly until becoming skillful (i.e. lomilomi, medical doctor, carpenter, etc.)
- traditions – the beliefs and customs of a culture or group handed down from generation to generation

TEACHER background

Mo'okū'auhau is the word for genealogy. Genealogy tells us about who we are and where we came from. Hawaiians believe we are descended from our ancestors, the land, and our gods.

Genealogy is about family stories. It's about family traditions and practices. It's knowing who we are and where we came from and where we are going.

Hawaiians believe we are descended not only from our ancestors but from the ‘āina (land), which we are intimately connected to. If we listen to the land, we become part of its daily rhythms, which gives us the mana to listen and learn from it and brings us even closer to akua.

Our traditional practices have never disappeared. In fact, they have grown. More of us are making kapa, pounding poi, carving, practicing lua and hula, lomilomi, and lā'au lapa'au. We are still a thriving, living, breathing, dynamic culture that honors our traditions and practices and the genealogy of the land and its people.

TEACHING suggestions

Activity 1:

1. Set expectations and review Speaking and Listening rubric with students.
 2. Write the focus question on the board.
- Who Am I?**
3. Have students brainstorm answers for this focus question. Explain to students that they will need to bring in 3 items from home that represent who they are.
 4. Distribute brown paper bags to each student. Ask students to design their "Me" bags to represent who they are. On the front of the bag, they should each write "Who Am I?"
 5. As a homework assignment, ask students to collect their items from home and place the items in their "Who Am I?" bag and bring their bag to school.

Activity 2

1. Model Piko Sharing with kula. Kumu should model their mo'okū'auhau for students. A kumu will model in 'olelo Hawaii first then translate in English.
2. Create a word bank on the whiteboard. List vocabulary words as they are introduced to students.
3. Read and discuss the book, Ku'u Ohana. Tell students that they will interview their parents and will begin to write out their mo'okū'auhau and they will use this to introduce themselves to the kula during morning Piko. K-will name self and parents (English); **1**-self, parents, siblings, & grandparents (English/Hawaiian); **2**-self, parent, siblings, grandparents in 'Olelo Hawaii.

4. As homework, send home mo'okū'auhau template with 'olelo Hawaii and English translations.
5. Review Speaking and Listening Rubric and expectations with whole group.

Activity 1

1. Create a word bank on the whiteboard. List vocabulary words as they are introduced to students.
2. Introduce students to the large tree in the classroom. Tell them that this is called the Mo'okū'auhau Tree. Mo'okū'auhau is genealogy. Genealogy is a way to record who is in your family. Students will be recording their family and family traditions.

3. Write the focus question on the board.

Who am I?

4. Tell students that you are going to help answer this question. Carefully remove an item from your mo'okū'auhau paper bag. Describe it. Why is the item important to you?
5. Explain to students that the items you brought to class tell a story about who you are.
 - The photograph of your family shows the people who are significant in your life.
 - The item you collected from the place where you live shows why you are connected to your homeland.
 - The last item tells a story about your family, and the traditions and practices that are meaningful to you.

6. Tell students that they will have the same assignment as you did. They will need to bring three (3) items from home that represent; their family, the place where they live, and a family tradition or practice.

Activity 2

7. Distribute **Learning Log 1** and the letter to the 'ohana. Review it with students.
8. Distribute brown paper bags to each student. Ask students to design their mo'okū'auhau bags to represent who they are. On the front of the bag, they should each write "Who Am I?"
9. As a homework assignment, ask students to collect their items from home and place the items in their "Who Am I?" bag and bring their bag to school.

Activity 3

10. Ask students to practice their speaking and listening skills by sharing the contents of their "Who Am I?" bag to the rest of their classmates.
11. Once students have completed their presentation, distribute **Learning Log 2 – Who Am I?** to each student. Show students how you decorated your kukui leaf.
12. Ask students to cut out their kukui leaf. Then get creative! Using the materials you have provided, ask students to design their kukui leaf to represent the three (3) items they brought from home.

13. Have students hang or tape their kukui leaves to the classroom Mo'okū'auhau Tree.

Activity 4

14. Tell students that they are going to add their family's genealogy to the class Mo'okū'auhau Tree.
15. Distribute **Learning Log 2 – My 'Ohana**.
16. Describe the assignment: There are many families who live in a home but are not necessarily related. Some families have parents, grandparents, aunts, uncles, blended families, mother-mother, father-father or adoptive families that live under the same roof. Although students may live with a family they are not biologically related to, they still have a family who loves and makes them feel safe.
17. The kukui tree is a symbol of peace, enlightenment, and protection. As a homework assignment, each student should complete **Learning Log 2 – My 'Ohana** and choose no more than five (5) family members who make them feel safe and happy.
18. Ask students to share their kukui leaf assignment with their fellow classmates. Then hang or tape it to the class Mo'okū'auhau Tree.

Activity 5

19. Tell students that there are many cultures including Hawaiians who believe their ancestors are trees, rocks, streams, skies, and the earth. These ancestors are part of their

'ohana. They are part of their genealogy.

20. Tell students you are going to read a story called "The Other Way To Listen." This is a story about a little girl and a kupuna who teaches her how to listen to the natural world.
21. Discuss the book with the students:
 - Where do the little girl and the kupuna go to listen? (the mountains)
 - Who do they hear? (the corn, wildflower seed, rock, stars, cactus, hills)
 - Have you heard a rock, stream, or tree talk to you? Some cultures believe that rocks, streams, and trees are family members who used to live a long, long time ago. The rocks, streams, and trees protect you and keep you safe. These things are called your ancestors. They are part of your genealogy.

Activity 6

22. Distribute **Learning Log 2 – My Special Place** and drawing materials. Ask students to think about a place they feel is special to them. A place that is peaceful.
23. Ask students to draw that special peaceful place on their kukui leaf. It can be a stream; a favorite beach; a tree they like to climb.
24. Ask students to share their special place with their classmates. Hang or tape their kukui leaf to the Mo'okū'auhau Tree.
25. Wrap it up. Tell students that their Mo'okū'auhau Tree will teach

others about who they are and where they come from. Through the many stories that were shared in class, we learned about our family, the place where we call home, family traditions and practices, and a place that is special to us. These stories are all part of who we are. This is our genealogy.

EXTENDING the learning

- Distribute the Extended Activity sheet. Explain to students that our mo'okū'auhau connects us to our family, our ancestors, and future generations. Ask students to take their sheet home and have 'ohana help them fill it out. When they return to class, have each student attach their sheet to their kukui leaf. (Please note that this family tree is for students who come from conventional family structures. You may find that the **Learning Log – My Family** activity offered in this lesson more suitable for your group of students.)

RESOURCES

Baylor, Byrd. 1997. *The Other Way To Listen*. New York: Aladdin Paperbacks.

Gruenberg, J. H. 2002. *Ki'i and Li'i: A Story from the Stones*. Honolulu, HI: Goodale Publishers.

Kaopio, M. 2008. *Hawaiian Family Album*. Honolulu, HI: Mutual Publishing, LLC.

Mo'okū'auhau

Letter to 'Ohana

Aloha 'Ohana,

We are learning about our genealogy at school. Our teacher has asked us to bring three items from home that represent...

- our family (for example; a photograph, a family crest, etc.)
- the place where we live (for example; a special leaf from a tree in your yard, a rock, etc.)
- a family tradition or practice (for example; a ti leaf which is what you use to make laulau; a berry that is used to make medicine, etc.). You can also bring something that represents a family tradition from long ago even though your family may not practice it today.

The items should not be fragile, breakable, or valuable. We want to ensure that whatever we bring to school is safely returned home.

The item should be brought to school by this date:

Thank you for your kokua!

Mo'okū'auhau

Learning Log 1

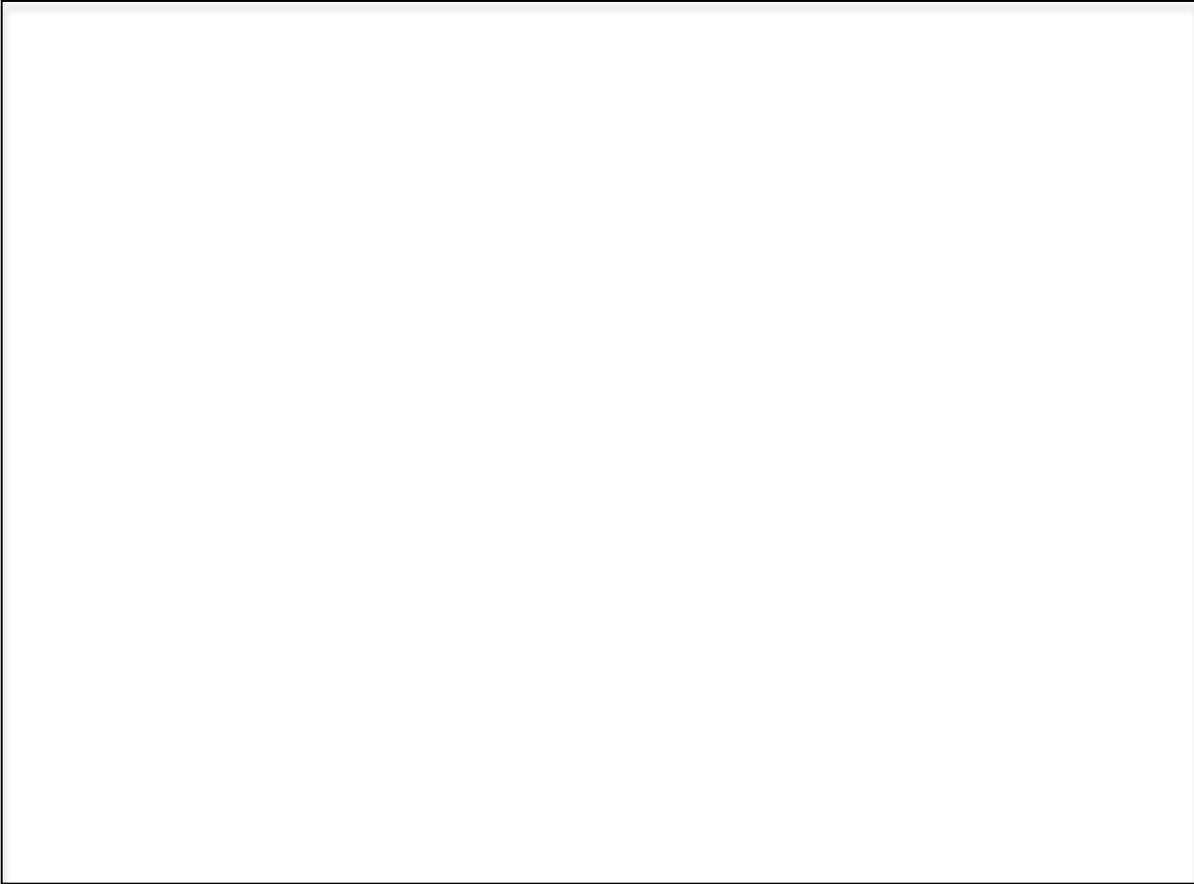
"Who Am I"

Instructions: Have a member of your family help you complete this. Draw or write one sentence or words that tell why each item you chose is special.

1. _____

2. _____

3. _____



Mo'okū'auhau

Learning Log 2

"Who Am I?"

Instructions: Cut out the kukui leaf. Draw a picture of the three (3) items you brought from home; 1) your family, 2) your homeland, 3) a family practice or tradition.

Mo'okū'auhau

Learning Log 2

"My 'Ohana"

Instructions: The kukui tree is a symbol of peace, enlightenment, and protection. Cut out the kukui leaf. Draw or write the names of at least five (5) people in your family who make you feel safe and happy!

Mo'okū'auhau

Learning Log 2

"My Special Place"

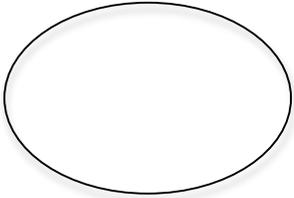
Instructions: Cut out the kukui leaf. Draw a special place that you like to go. It should be a special place that is peaceful.

Mo'okū'auhau

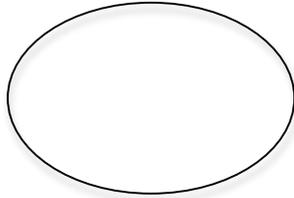
Extended Activity

"My Genealogy"

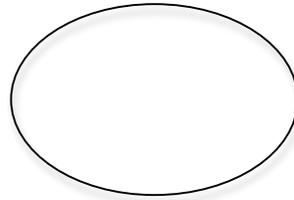
Instructions: Fill out your family tree. You can draw a picture or write in the box.



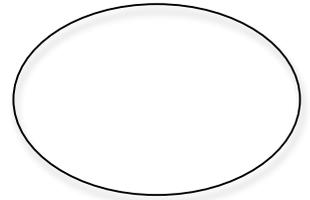
My Grandpa's name is



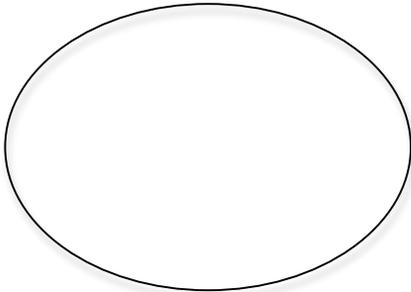
My Grandma's name is



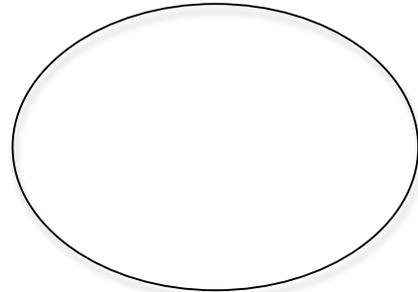
My Grandpa's name is



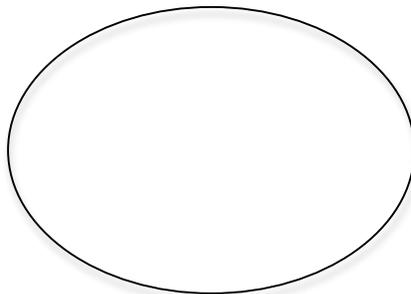
My Grandma's name is



My Daddy's name is



My Mommy's name is



My name is