

## *Ka Mo'okū'auhau o Kānehūnāmoku*

<b>LESSON 3: 'Ike Kupuna</b>		<b>Grade: 2-3</b>
Driving Question:	How is ancestral knowledge preserved and perpetuated through <i>wa 'a kaulua</i> ?	
ELA Standards:	<p><b>2.RL.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>2.W.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>3.RL.1</b> Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	
Major Concepts:	<ul style="list-style-type: none"> <li>Understand that <i>wa 'a kaulua</i> have <i>mo 'okū'auhau</i></li> <li>Understand that <i>Kānehūnāmoku</i> and <i>wa 'a kaulua</i> are vessels of <i>'ike kupuna</i></li> </ul>	
Lesson Objectives:	<p><b>Factual Knowledge</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>The <i>Mo 'okū'auhau o Kānehūnāmoku</i>.</li> <li>Facts about <i>Kānehūnāmoku</i>.</li> </ul> <p><b>Procedural Knowledge</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Ask/write questions to explore their thinking about <i>Kānehūnāmoku</i>.</li> </ul> <p><b>Conceptual Knowledge</b></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li><i>Wa 'a kaulua</i> allow us to learn <i>'ike kupuna</i>, ancestral knowledge.</li> </ul>	

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Materials Needed:	<ul style="list-style-type: none"><li>● Book <u><i>Mo‘okū‘auhau o Kānehūnāmoku</i></u></li><li>● Internet access</li><li>● Circle map</li><li>● Chart paper/whiteboard &amp; whiteboard pens</li><li>● Lined paper/writing journal</li></ul>
<b>Instructional Procedures:</b>	
<ol style="list-style-type: none"><li>1. Complete Pre-Assessment: see below.</li><li>2. Explain to students that today we will learn about the <i>mo‘okū‘auhau</i>, genealogy or family history of <i>Kānehūnāmoku</i>.</li><li>3. Introduce the book <u><i>Mo‘okū‘auhau o Kānehūnāmoku</i></u>.</li><li>4. Read the story aloud to students.</li><li>5. Have students turn and talk with a partner to share any new knowledge learned about <i>Kānehūnāmoku</i> citing the page where they learned this knowledge.</li><li>6. Have pairs share with the class and record new knowledge on the class circle map using a different colored marker.</li><li>7. Reread the story page by page. Tell students to write down any questions or wonderings they may have on the back of their individual circle maps Model this think aloud for the first two pages and write any questions or wonderings on chart paper.</li><li>8. Read pages 3 and 4. Ask students, “What are you wondering?” Add students’ wonderings to the chart.</li><li>9. Continue to read aloud the entire book and add questions/wonderings students may have.</li><li>10. After reading:<ol style="list-style-type: none"><li>a. 2nd Grade: Read through class generated questions/wonderings and select one question as a class to answer. Dialogue about where we might find the resources to the question. Answer the question together.</li><li>b. 3rd Grade: Have students work in partners and select a question they would like to investigate further.<ol style="list-style-type: none"><li>i. Dialogue about different resources that might be needed.</li><li>ii. Students work in pairs to locate resources and find the answer to their question.</li><li>iii. Have pairs share their findings. Students will also share which resource(s) were used to find the answer to the question. Record answers on chart paper.</li></ol></li></ol></li></ol>	

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11. Explain to students that the knowledge we learn about *wa'a kaulua* is the same knowledge our ancestors knew hundreds of years ago.
12. Refer to the circle map and have students identify and circle the skills and/or knowledge that have been passed down from generation to generation.
13. Add to this list, by asking students "What other skills or knowledge have you learned about *wa'a kaulua*?" Answers will vary based on student's experience with *wa'a kaulua*.

### **Assessments:**

Pre-Assessment	<ol style="list-style-type: none"><li>1. Pass out circle map worksheets. Students write what they know about <i>Kānehūnāmoku</i> on their circle map</li><li>2. Show class circle map poster "What we know about <i>Kānehūnāmoku</i>."</li><li>3. Call on students to share one thing and write these on a circle map poster using the same color for all shares.</li></ol>
Post Assessment	Students will write a letter to a family member, describing what they have learned about <u><i>Mo'okū'auhau o Kānehūnāmoku</i></u> and <i>wa'a kaulua</i> .

### **Extension Lesson Ideas:**

1. Teach *Ka Wa'a Kaulua* unit and add to the class list of skills and knowledge learned from *Wa'a Kaulua*.
2. Invite a guest speaker from Kānehūnamoku Voyaging Academy to share more information about *Kānehūnāmoku*.
3. Teach the *oli*, *Mo'okū'auhau o Kānehūnāmoku*.
4. Teach "'O wai la?" lesson  
[http://www.hokulea.com/wp-content/uploads/2015/04/M.Lesson-1-02.02.15\\_JK.pdf](http://www.hokulea.com/wp-content/uploads/2015/04/M.Lesson-1-02.02.15_JK.pdf)
5. Use 3-part vocabulary cards - <https://www.montessorird.com/three-part-card-rationale>