

LESSON TITLE

Ahupua'a: From the Mountains to the Sea

LESSON OVERVIEW

Students will learn about an ahupua'a, a sustainable Hawaiian land division that extends from the mountains to the sea. The lesson is broken down into three parts:

- **BEFORE THE EXPEDITION:** Students engage in a discussion to identify the resources they need to live and the source of those resources. They also begin to think about ways they would survive if the means by which they get those resources is suddenly taken from them.
- **DURING THE EXPEDITION:** As students learn about the ahupua'a they make connections between the earlier discussion and the systems they are seeing in the Expedition.
- **AFTER THE EXPEDITION:** With an understanding of how the ahupua'a system of land management works they design their own using Google Drawings.

When the lesson is complete students will have an opportunity to publish their designs for the community to see.

LESSON BACKGROUND

Grade(s): 4 to 12

Subject(s): Social Studies

Number of Students: 4 per group

Objectives: To understand how ahupua'a were designed to help Hawaiian people prosper and build a close cultural relationship with their natural surroundings.

Vocabulary: Kalo (taro), lo'i (taro patch), wa'a (canoe), hale (dwelling), kuapa (walled fishpond)

Place in Unit of Study: Beginning / Middle / End

Grouping: Small Group

Google Apps Used: Google Drawings, Google Slides, Google Search, Google Expeditions, Google Earth

STANDARDS ADDRESSED

CCSS Anchor Standards

CCSS ELA Capacities

ISTE Standards for Students

Reading

[CCSS.ELA-LITERACY.CCRA.R.2](#)
[CCSS.ELA-LITERACY.CCRA.R.3](#)
[CCSS.ELA-LITERACY.CCRA.R.7](#)

Writing

[CCSS.ELA-LITERACY.CCRA.W.6](#)
[CCSS.ELA-LITERACY.CCRA.W.7](#)
[CCSS.ELA-LITERACY.CCRA.W.8](#)

Speaking & Listening

[CCSS.ELA-LITERACY.CCRA.SL.1](#)
[CCSS.ELA-LITERACY.CCRA.SL.2](#)
[CCSS.ELA-LITERACY.CCRA.SL.4](#)
[CCSS.ELA-LITERACY.CCRA.SL.5](#)

[They build strong content knowledge.](#)

[They respond to the varying demands of audience, task, purpose and discipline.](#)

[They use technology and digital media strategically and capably.](#)

[They come to understand other perspectives and cultures.](#)

[Empowered Learner A, C, D](#)

[Digital Citizen B, C](#)

[Knowledge Constructor A, C](#)

[Creative Communicator A, B, C, D](#)

[Global Collaborator A, B, C](#)

EXPEDITION PREP

Selected Expedition: Ahupua'a: From the Mountains to the Sea

Selected Points of Interest: All

Additional videos / resources: [Hawaiian Culture, Responsibilities of an Ahupua'a, Waimea Valley, Waimea Valley Ahupua'a - Lessons on Hawaii's Culture and Tradition](#)

BEFORE THE EXPEDITION

Student Activity & Discussion (*How are students building background knowledge to prepare for the expedition?*):

What things do we need to survive today?

In preparation for learning about the Hawaiian ahupua'a system it is important for students to think about the systems that help them to survive and live in modern society. This will help to frame the characteristics of the ahupua'a in the context of their own lives to create stronger connections and deeper understanding of the significance of the ahupua'a.

This activity will begin with small group discussions and evolve into large class discussions and sharing. The following steps should help stimulate a broad discussion on the subject:

Step 1: Students begin in small groups of 3 or 4. Teachers can make a copy of the Slide deck linked to the right and share it with all students in the class using [Google Classroom](#) or a URL shortener like [goo.gl](#).

Step 2: Begin by having the small groups discuss Question 1 for a few minutes. They should use the presentation to record the answers they come up with in their group.



After groups have completed their slide call on members to present their discussion findings to the class.

Q1: What are the things you need to survive today?

Some possible answers include: Food, water, shelter, clothing, medicine, electricity, internet, love etc.

Step 3: Repeat the procedure in Step 2 for Question 2. Be sure to make connections between their answers for Question 1 and their findings in Question 2.

Q2: Where do you get those things from?

Some possible answers include: The faucet, grocery store, shopping mall, doctors, power company, internet provider, parents, etc.

Step 4: Now it is time for them to think about how they would get the things they needed if modern day sources and services did not exist.

Q3: If none of those sources existed how would you get the things you need to live?

Some possible answers include: Fishing, farming, fire, homeopathic medicine, etc.

Step 5: It is important that students start thinking about what it would take to create the systems necessary to not only survive but also thrive without the tools of the modern economy. Try to guide them towards coming up with the big idea of the need to develop a close relationship and understanding with your natural surroundings.

Q4: What are some important skill sets and knowledge you would need to survive?

While answers will vary, try to facilitate them towards the following: Understanding of the ocean for fishing; understanding of the land for farming; how to work well together; how to build homes; how to build boats for fishing; how to build fire; how to identify which plants could help heal.

With students thinking about how they would survive with out the most basic of modern services this is a perfect time to introduce the Ahupua'a Expedition.

DURING THE EXPEDITION

Discussion & Student Activity (*How are students recording and processing what they learn from the expedition?*):

Making Connections

The Expedition itself has the content and questions necessary to facilitate a basic understanding of the different features and systems of an ahupua'a and how they come together to create a sustainable living environment.



As students make their way through the tour teachers should take time to direct them back to their previous discussion to make connections between modern systems of sustainability and Hawaiian systems. A discussion could sound like:

Students are exploring the Hale Wa'a (canoe house).

Q: This is where they build and shape their canoes. What is this like in modern society?

Answers will vary but may include a boatyard, car assembly plant or factory.

If you would like to have students engage in more inquiry-based experience you can begin each slide with a series of questions that allows them to more freely explore their virtual surroundings and derive their own conclusions on the importance of what they are seeing. Some questions you could use include but are not limited to:

What does that look like?

What do you think it is?

What do you think it's function is?

Why do you think it is important to the ahupua'a?

AFTER THE EXPEDITION

Discussion & student activity (*How are students synthesizing and analyzing what they learn from the expedition?*):

Designing an Ahupua'a

Now that students have seen some of the different components of the ahupua'a they should start thinking about how all of the pieces fit together. During this activity students will be designing their own ahupua'a. You can see a student example by clicking on the Google Drawing icon.



To allow students to refer back to the Expedition it might help to allow students to be the Guide instead of an Explorer. This will allow them to access the Ahupua'a Expedition to refer back to key points as they design and build.

Step 1: Have students break out into groups of 3 or 4 and discuss what the key components of the ahupua'a are. They should list them on their slide in a shared Google Slides presentation (copy the template to the right). Those mentioned in the Expedition include:



- Kalo (taro)
- Lo'i (taro patch)
- Wa'a (canoe)
- Hale (dwelling)
- Loko I'a (walled fishpond)

Extension: If you want them to include additional features in their ahupua'a they can research as a group. Some additional features include but are not limited to:

Physical Features

Other Crops Raised

Cultural Features

'Auwai (ditches for diverting water)
Mala (gardens)
Kula (plains)
Wao (forest)

Bananas
Breadfruit
Sugar cane
Sweet potatoes
Coconuts
Yams
Kukui
Koa

Hei'au (temple)
Pu'uhonua (place of refuge)
Petroglyphs (stone carvings)
Burial sites
Ko'a (fishing shrine)

Once groups have finished their slides have them share to the rest of the class. This should help all groups have a complete list of features they should include in the ahupua'a they will create.

Step 2: Share the Ahupua'a Template Google Drawing to the right with one member of each group. Have that member share it with the remaining members in the group so they all have editing privileges. This will allow them to work collaboratively on the same Google Drawing as they complete their ahupua'a.



As students work they should be using the tools in Google Drawings to create their own images or they can use Google Search to find images that represent the different features of the ahupua'a. For younger students it might be useful to use the template to the right that has images preloaded on the Drawing so they only have to copy and move them to the right locations.



Step 3: Once they have finished their Drawings it is time for groups to share their ahupua'a designs. There are a number of ways students can do this that include but are not limited to:

Classroom Presentations

Students can present directly to the class on the different features they included in their designs. Make time for other students to ask questions about the decisions each group made and the features they included.

Gallery Walk

Have groups share their designs with the rest of the class so that "Anyone with the link can comment." Have students go on a Gallery Walk to each design and leave comments, critiques or ask questions. Leave time for each group to review the feedback from the other groups and answer any questions they receive.

Publishing

There are a number of different ways to publish to the web. Students can use Blogger, Google Sites, YouTube and a number of other web tools to make their designs public to the community.

Publishing to the Hawaii Expeditions Student Gallery

Have some cool student projects you want to share? We would love to see them! As more and more students use Expeditions and these lesson plans we will be building a Student Gallery where students can have their work published for the world to appreciate. Just click on the Google Form to the right and send us a link!



NOTE: The Form has information on how to protect student privacy so you can share their work safely and appropriately.

Find more Expeditions lessons at www.moonshotincubator.com/expeditions.

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