



TABLE OF CONTENTS

SENSE OF PLACE : KILO	1
KA MAHINA	4
NĀ AO	7
NĀ MAKANI ME NĀ UA	9
NĀ MEA KANU ME NĀ HOLOHOLONA	11
REFLECTION: KILO	16
ADDITIONAL ONLINE RESOURCES	17
SENSE OF PLACE: MO'OLELO	18
REFLECTION: MO'OLELO	30
SENSE OF PLACE: AHUPUA'A	32
REFLECTION: AHUPUA'A	43
'ŌLELO HAWAI'I GLOSSARY	44

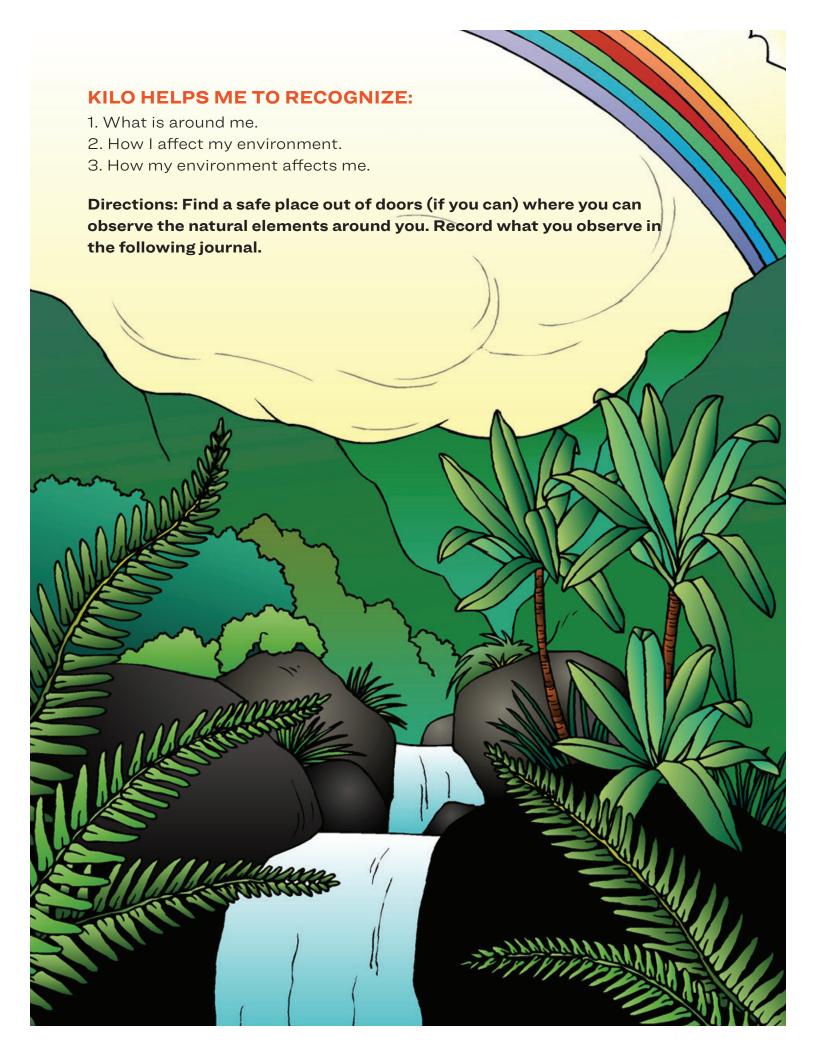


DEVELOPING SENSE OF PLACE:KILO

'O Hawai'i ku'u 'āina kilohana* Hawai'i is my prized place

I ka nānā no a 'ike*
By observing, one learns

Kilo means to watch closely, observe, examine or forecast. When I kilo, I use my senses of sight, touch, smell, taste, hearing, and na'au. Kilo is a skill that allows me to build an understanding of my surroundings. Kilo is a practice that can help me build a relationship with a place. Kilo can give me insight into how I should behave in a place.



KILO JOURNAL

KA LĀ (DATE)
KE KAU (SEASON)
KA HOLA (TIME)
PUKANA LĀ (SUNRISE TIME)
NAPOʻOʻANA O KA LĀ (SUNSET TIME)
KAHI (LOCATION)





KA MAHINA MOON

Our kūpuna intentionally observed the moon. Through consistent observation over time, they noticed correlations between moon phases and other phenomena in their environment. As a result of this kilo knowledge, our kūpuna created a moon calendar system that guided planting, fishing, navigation, healing, and many other practices.

The Hawaiian moon calendar is divided into approximately 30 pō (24-hour periods) that are organized into three anahulu (10-day weeks). Each anahulu is named according to the waxing (growing bigger) or waning (diminishing size) of the moon. Traditionally, moon phases were learned at an early age. Observing the phases of the moon today helps us to establish our own relationships to our environment and connect with 'ike kūpuna (ancestral wisdom). The Nā Pō chant on the next page, based on an 'ōlelo no'eau, can help you remember the names and the order of the phases.

NĀ PŌ MOON CHANT*

Kamaliʻi ʻike ʻole i ka helu pō Muku nei, Muku ka malama Hilo nei, kau ka Hoaka ʻEhā Kū, ʻehā ʻOle Huna, Mōhalu, Hua, Akua Hoku, Māhealani, Kulu ʻEkolu Lāʻau, ʻekolu ʻOle, ʻekolu Kāloa Kāne, Lono, Mauli, Pau

Little children who cannot count the nights Muku is here, Muku the dark moon Hilo, followed by Hoaka Four Kū, four 'Ole Huna, Mōhala, Hua, Akua Hoku ("star"- full moon), Māhealani, Kulu Three Lā'au, three 'Ole, three Kāloa Kāne, Lono, Mauli, Done

HO'ONUI (TO GROW BIGGER)**



POEPOE** (ROUNDING)



EMI (TO DIMINISH)**



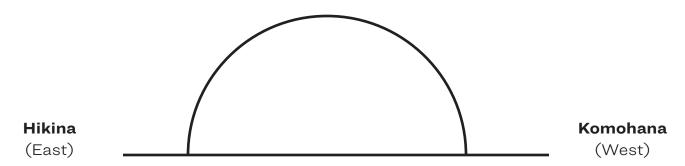


 $[*] Source: http://archive.hokulea.com/ike/hookele/hawaiian_lunar_month.html\\$

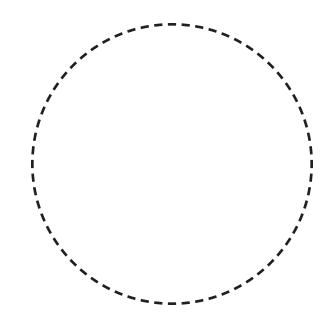
^{**} Source: www.aimalama.org

KAHIO KA MAHINA MOON LOCATION

Can you observe the moon in the sky? If so, is the moon rising and near the eastern horizon, is it directly above you in the sky, or is it setting near the western horizon? Place a mark along the arc where you observe the moon in the sky.



Use the circle below to sketch the moon as you see it in the sky. Include as much color and texture as possible.



Based on your detailed observation of the moon, determine the lunar phase and identify the lunar week the phase belongs within.

Ke Kinona Lunar Phase	
Ke Anahulu Lunar Week	

Predict the next three moon phases.



NĀ AO CLOUDS

Ao (clouds) are named according to their location, shape, color, and behavior. By observing ka-luna-o-ke-ao or the space above our heads where the clouds float we can predict the weather. Different types of clouds mean different types of weather. The following 'ōlelo no'eau (wise sayings) describe kilo ao (cloud observation). Use the writing space below to identify and explain the 'ike kūpuna about ao found in the following 'ōlelo no'eau.

Nā maka o ka makani Eyes of the wind. Clouds, which show the direction of the wind.	
Ola i ka wai a ka 'ōpua There is life in the water from the clouds. Rain gives life.	
Kūkulu ka 'ike i ka 'ōpua Knowledge is set up in the clouds. Clouds are observed for signs and omens.	

NĀ AO CLOUDS

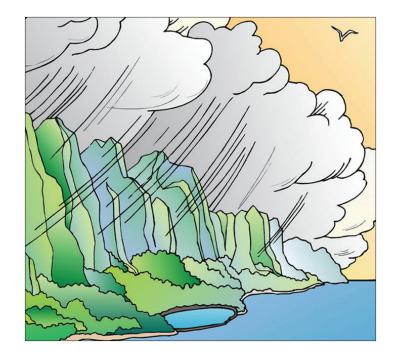
Use the space below to draw the clouds as you see them in the sky today. Try to include as much color and texture as possible. Describe the locations, shapes, colors, and behaviors of the clouds you observe in the sky. What percentage of the sky is covered in clouds? In which areas of the sky do you observe clouds? How are the clouds shaped? What colors do you observe in the clouds? In what direction are the clouds moving?



NĀ MAKANI ME NĀ UA WINDS AND RAINS

In Hawai'i, we have hundreds of names for winds and rains that are special and unique to different places. These names often refer to characteristics like strength, color, sound, scent, direction, intensity, or a particular effect that winds and rains have on plants, animals, or people.

Our kūpuna paid very careful attention when they observed their places, and these names are evidence of their kilo.



KILO MAKANI Observe the wind	KILO UA Observe the rain
List 5 adjectives that describe what you see, hear, feel, taste, or smell.	
1	1
2	2
3	3
4	4
5	5

NĀ MAKANI ME NĀ UA WINDS AND RAINS

Haiku is a form of poetry often used to describe nature. Using some of the adjectives you wrote on the previous page, create a haiku that summarizes your kilo makani and kilo ua. The first line of every haiku has 5 syllables, the second line has 7 syllables, and the last line has 5 syllables.

Line 1 (5 syllables): _		
Line 2 (7 syllables): _		
Line 3 (5 syllables): _		
ohana if they know that might contain the the internet that prov	hese names or ask if you have is information. Today, there a vide the specific names of wir	re special to your ahupua'a. Ask your e resources available in your home are many resources available on ands and rains belonging to places in resources at the end of this section.
Inoa Makani	Wind Name	
Inoa Ua	Rain Name	
What are the charact	eristics of your wind and rain	1?



NĀ MEA KANU ME NĀ HOLOHOLONA PLANTS AND ANIMALS



There are plants and animals all around us. Some species arrived in Hawai'i without the help of people and these species are categorized as native. Native plants and animals arrived to Hawai'i on the wind, the waves, and the wings of flying creatures. Within the category of native are two sub-categories: indigenous and endemic. Indigenous species arrived without the help of people and can be found in other places around the world. Over time, some plants and animals that arrived without people changed and adapted into new species—these unique species are categorized as endemic. In large part because of our geographic isolation, Hawai'i has more endemic species than any other place in the world.

Non-native species arrived with the assistance of people. There are three main categories of non-native species: wa'a, introduced, and invasive. When our Polynesian ancestors arrived on the shores of Hawai'i, they brought the plants and animals they would need to create a thriving and sustainable society. They brought plants and animals for things like food, medicine, and clothing. These Polynesian-introduced species are categorized as wa'a or canoe species (see the picture of a typical wa'a to the left). In more recent times, other plants and animals were introduced to Hawai'i for a multitude of reasons and even by accident. These plants and animals are categorized as introduced. Some of these species have become invasive, meaning that they spread uncontrollably, are undesirable, and outcompete native species for resources.

NĀ MEA KANU ME NĀ HOLOHOLONA

PLANTS AND ANIMALS







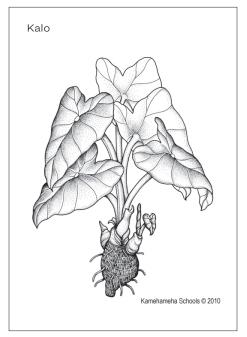
Now that you've read about one way to categorize plants and animals in Hawai'i, use the table below to classify NATIVE species. Define INDIGENOUS and ENDEMIC and try to list at least 3 species of mea kanu (plant) or holoholona (animal) under each category.

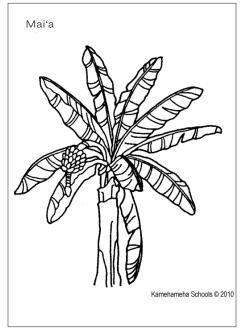
NATIVE SPECIES		
INDIGENOUS SPECIES ENDEMIC SPECIES		
Definition:	Definition:	
List 3 indigenous species:	List 3 endemic species:	
1	1	
2	2	
3	3	

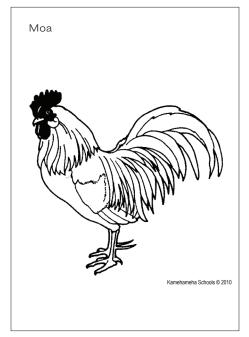


NĀ MEA KANU ME NĀ HOLOHOLONA

PLANTS AND ANIMALS







Now that you've read about one way to categorize plants and animals in Hawai'i, use the table below to classify NON-NATIVE species. Define INTRODUCED, WA'A (introduced from Polynesia by canoe) and INVASIVE and at least 3 species of mea kanu (plant) or holoholona (animal) under each category.

NON-NATIVE SPECIES				
INTRODUCED SPECIES WA'A SPECIES		INVASIVE SPECIES		
Definition:	Definition:	Definition:		
List 3 introduced species:	List 3 wa'a species:	List 3 invasive species:		
1	1	1		
2	2	2		
3	3	3		



NĀ MEA KANU ME NĀ HOLOHOLONA PLANTS AND ANIMALS

As you kilo the mea kanu (plants) and nā holoholona (animals) around you, use these questions to focus your attention: List the names of plants that are growing or animals you discover inside or in the immediate areas around your home. List the names of plants or animals you observe around your neighborhood. Which animals do you see flying, swimming, crawling, walking, or running? **EXTENSION** Take a picture of five mea kanu and five holoholona. Determine the names of these species and whether they are native (endemic or indigenous) or non-native (wa'a, introduced, or invasive). Ask your 'ohana for help. Find out if there are any resources available in your home that might contain this information. There are many resources available on the internet that provide information about the plants and animals of Hawai'i. There is a list of additional online resources at the end of this section. The following 'olelo no'eau, or wise sayings, highlight the correlations that our kupuna made as a result of kilo mea kanu (plant observation) and kilo holoholona (animal observation). In 3-5 sentences, reflect on what these 'ōlelo no'eau mean to you. Pala ka hala. Momona ka hā'uke'uke Pua ke kō! Kū mai ka he'e! When the hala is ripe, the hā'uke'uke When the sugar cane tassle, are fat and ready to eat the he'e are present



NĀ MEA KANU ME NĀ HOLOHOLONA PLANTS AND ANIMALS

nt. Try to inci	ds of the plant. Try to include as much detail as possible.				



REFLECTION: KILO

ped me
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ADDITIONAL ONLINE RESOURCES

Ka Mahina (Moon)

https://www.napea.info/hawaiian-moon-names

https://kohalacenter.org/spawning-guide/culture-and-history/hawaiian-moon-phases

Nā Ao (Clouds)

https://www.sciencelearn.org.nz/resources/628-observing-clouds-and-weather

http://www.aimalama.org/resources/

https://observer.globe.gov/documents/19589576/d9980b41-b059-45ff-b29f-2360b4981cfa

Nā Makani me nā ua (Winds and Rains)

https://blogs.ksbe.edu/kekuiapoiwa/files/2013/09/Na-Makani-o-ka-Mokupuni.pdf
http://www.aimalama.org/resources/

Nā mea kanu me nā holoholona (Plants and animals)

https://www.fws.gov/refuge/Hawaiian_Islands/wildlife_and_habitat/

https://dlnr.hawaii.gov/dsp/wildlife/

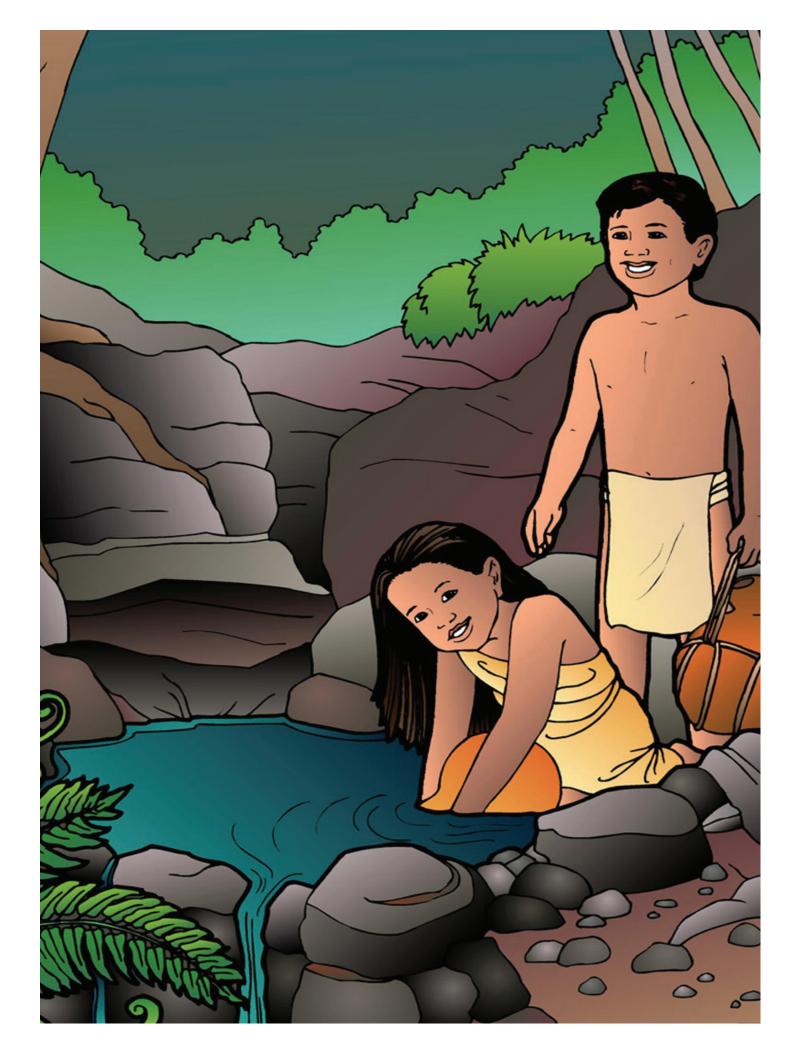


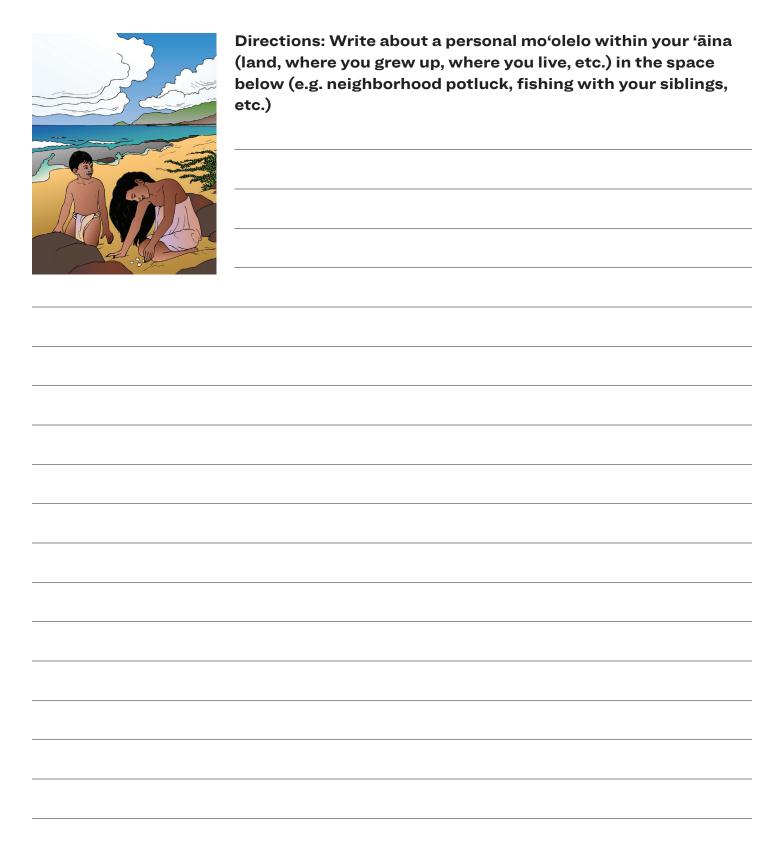
DEVELOPING SENSE OF PLACE: MO'OLELO

Moʻolelo refers to a story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable, essay, chronicle, record, article; minutes, as of a meeting.

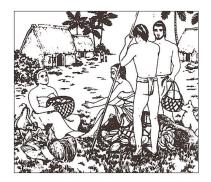
Moʻolelo builds and strengthens our connections to a sense of place, or belonging towards a place or a city they are familiar with.

A personal moʻolelo is a story relating to a childhood memory, family tradition, or any other personal experience that is told in the first person.

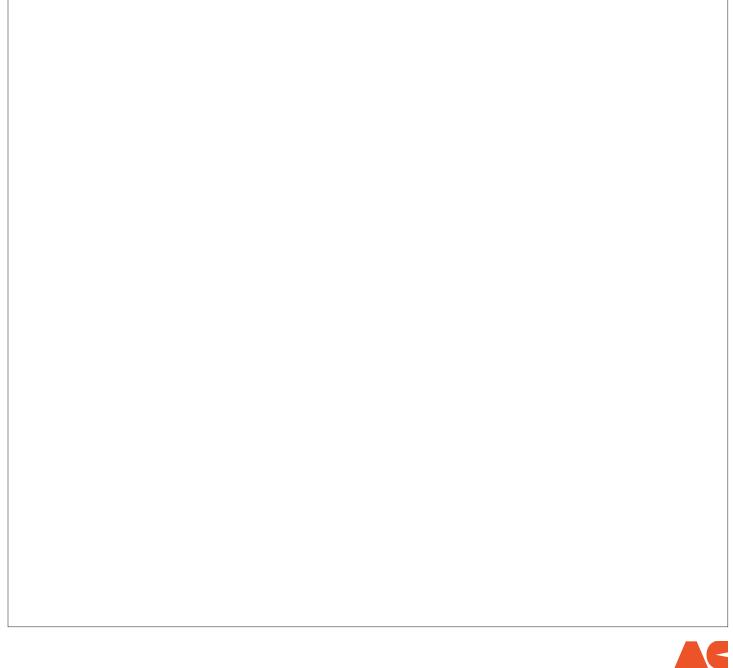








Directions: In the space below, draw a picture of the personal moʻolelo that you just wrote.

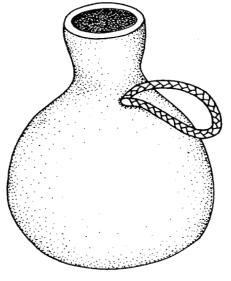




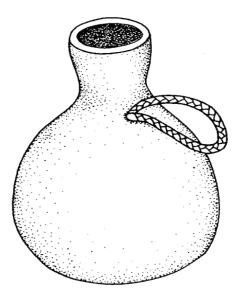
Directions: Throughout your life, you will continue to create more personal moʻolelo at many different places whether it be at home, school, etc. Answer the following questions in each of the ipu below. Please write your answers in "hashtag" form. (e.g.: #retellingthestory, #familytraditions, #askmeanything, etc.)

What are some personal moʻolelo that you would like to create in the future?

What kind of memories would you like to make in a particular place when you grow up?

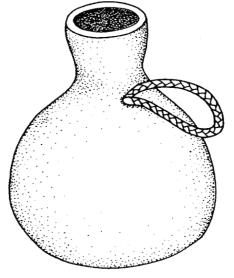


Kamehameha Schools © 2010



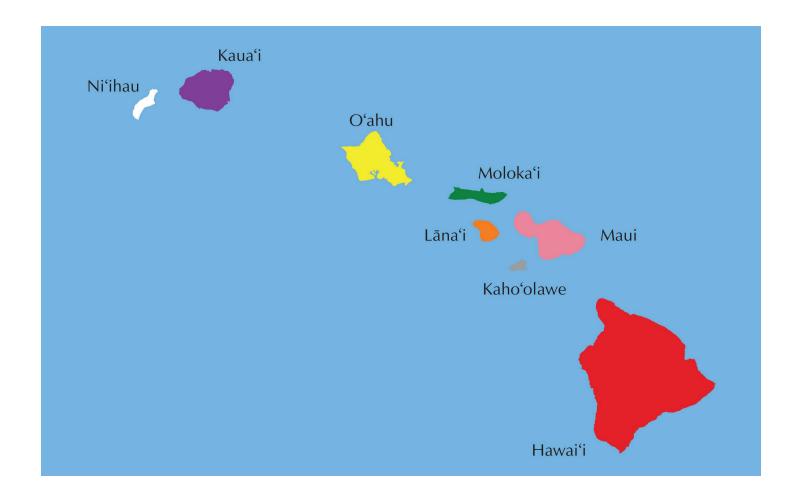
Kamehameha Schools © 2010

What kind of kupuna would you like to be when you grow up?



Kamehameha Schools © 2010





If mo'olelo build connections to our sense of place, what are some places that we connect to in our own lives?

Directions: "Circle" your mokupuni (island) on the map above and fill in the blank below with the name of your island.

'O _____ koʻu mokupuni. (_____ is my island.)

Put an "arrow" where you believe your kula (school) is located above and fill in the

'O	koʻu kula. (is my school.)

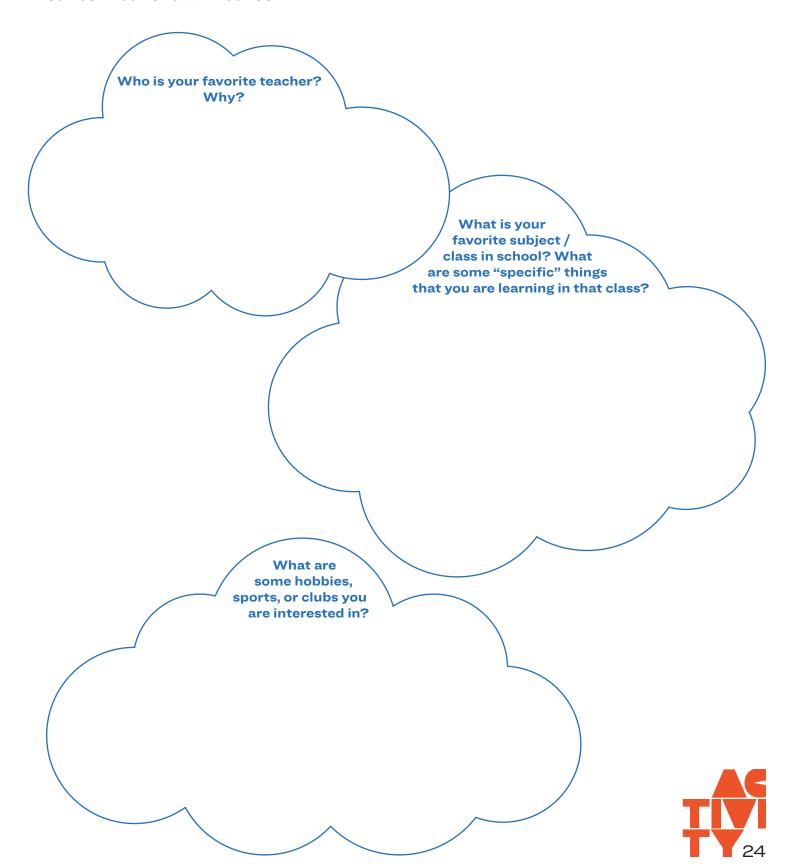
Put a "star" next to a wahi pana (sacred place) that holds special meaning to you above and fill in the blank below with the name of this special place. (The place can be on any island.)

'O	koʻu wahi pana.	(is my wahi pana.)
----	-----------------	--------------------

blank below with the name of your school.



As mentioned before, moʻolelo builds and strengthens our connections to a sense of place. School is a place where we spend most of our day. Let's use moʻolelo to reflect on our connections with school.



Directions: An acronym is an abbreviation formed from the initial letters of other words and pronounced as a word (e.g. A.S.A.P. stands for As Soon As Possible). Write a word or short phrase for each letter of the word moʻolelo to show your understanding of what a moʻolelo is. An example has been provided below for the use of the 'okina.

M	
Ölelo mai nā kūpuna mai (traditions passed down from our a	ancestors)
O	



WORD SEARCH: TYPES OF MO'OLELO

Directions: According to Pūkuʻi (refer to glossary), moʻolelo can be defined as many different things. A word search will introduce you to basic vocabulary of different types of moʻolelo. Search for the words in the word bank within the grid at the bottom. (Answers on Page 32)

WORD BANK

LITERATURE CHRONICLE MINUTES TRADITION

HISTORY JOURNAL LEGEND ARTICLE

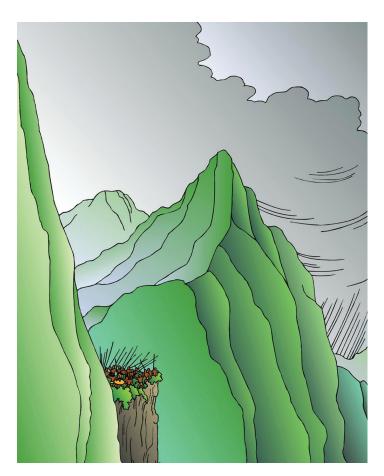
RECORD FABLE STORY CHANT

MYTH ESSAY TALE SONG

YARN LOG

TGNKVNTSOEYWV CALKOHAAHWENSAH G ()F F U R ()S R Ε ORYR Ε





Moʻolelo has the ability to transport people to different places without visiting the place. Read the moʻolelo below about the "Battle of Nuʻuanu" that took place on the island of Oʻahu.

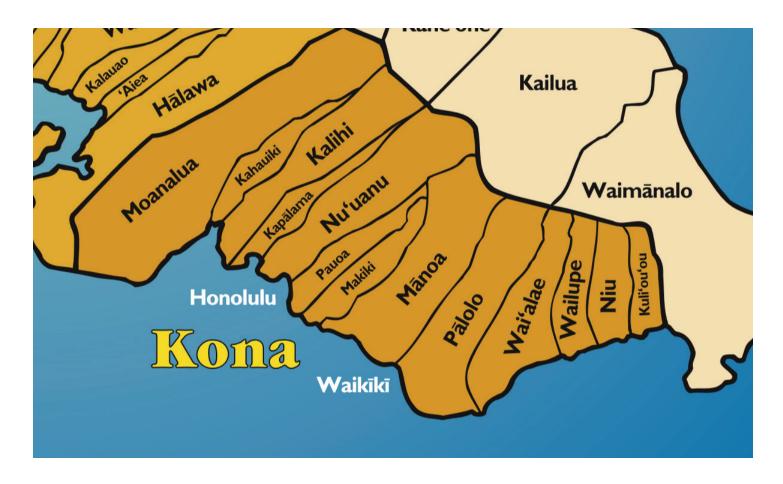
BATTLE OF NU'UANU

Many battles took place in Nu'uanu valley throughout the centuries, but perhaps the most famous battle today is the Battle of Nu'uanu. The Pali Lookout now sits on the site of that battle, a place that was once called "Ka Nuku," or "the entrance or gap."

In 1795, Kamehameha I came to Oʻahu to take over the island. He landed his great fleet of canoes along the shore, there were so many of them that they stretched all the way from Waikīkī to Waiʻalae. His men marched up towards Nuʻuanu, participating in smaller battles around Pūowaina and in Nuʻuanu valley at Pūʻiwa. As he marched

his way to Ka Nuku, another unit of his warriors was stealthily making their way over the mountain trails, from the Mānoa side into Nuʻuanu. The Oʻahu troops were ambushed; cornered between Kamehameha's fierce army and the cliff face at Ka Nuku. Many of the defeated warriors fell or jumped to their deaths. Because of this, the battle was named Kaleleakaʻanae, or "the leaping of the mullet."

It was the last great battle in the Hawaiian Islands and confirmed Kamehameha's rule as the Mō'ī over all islands except Kaua'i and Ni'ihau. In 1810, the king of the last two islands pledged his allegiance to Kamehameha, recognizing him as monarch over the entire pae 'āina.



Directions: After reading the moʻolelo in the previous page, follow the directions for this mapping activity to locate various places where the story takes place.

In 1795, Kamehameha landed his fleet of canoes along the south shore of the island of Oʻahu from Waiʻalae to Waikīkī. Draw a line ——where you believe Kamehameha landed his canoes.

Upon arrival at Nuʻuanu, Kamehamehaʻs men participated in smaller battles at Pūowaina, also known as Punchbowl Crater. Circle **O** where you believe Pūowaina (Punchbowl Crater) is located (between Pauoa and Makīkī).

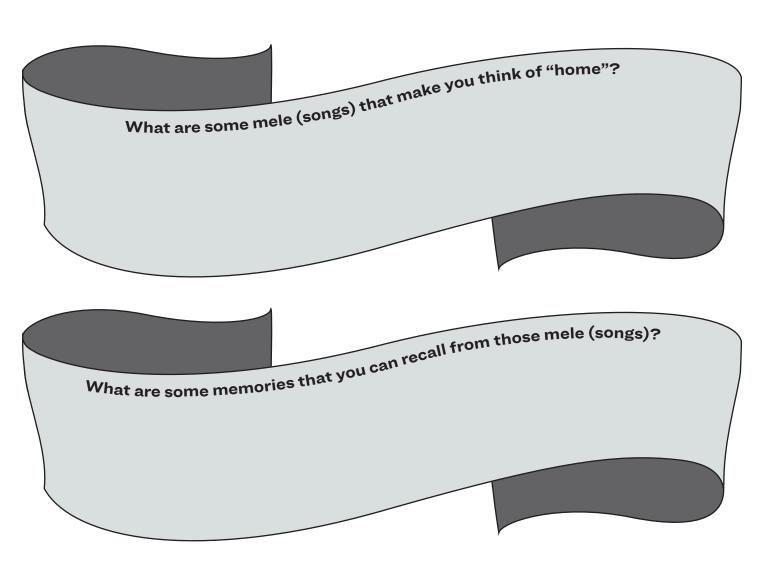
As Kamehameha marched his way to Ka Nuku, another unit of his warriors was stealthily making their way over the mountain trails, from the Mānoa side into Nu'uanu. Put a square where Mānoa and Nu'uanu meet up ma uka.

The Battle of Nu'uanu also known as "Kaleleaka'anae" ends up ma uka in the ahupua'a of Nu'uanu. On the map above, put a star \bigstar where you believe the Battle of Nu'uanu ended (Pali Lookout).



EXTENSION

Directions: Moʻolelo is passed down from generation to generation. This is a perfect time to "talk story" with your kupuna (grandparents, ancestors, etc.). Ask them the following questions and write your answers in the corresponding banner:





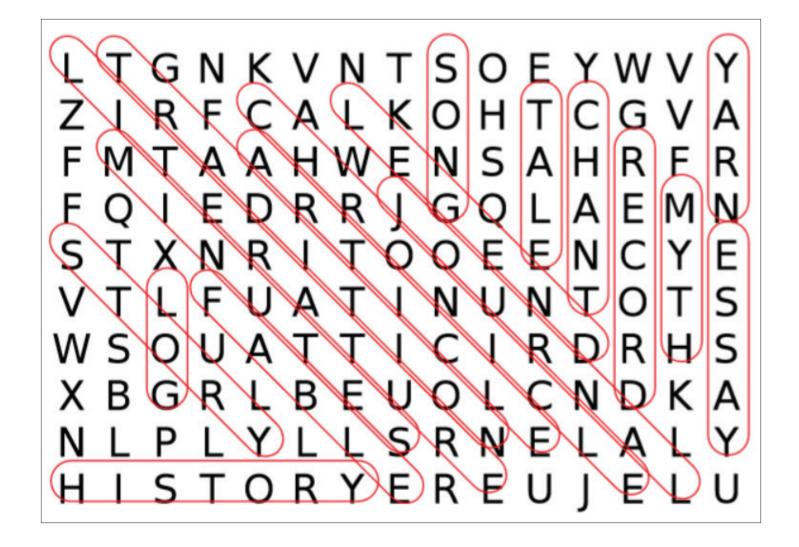
REFLECTION: MO'OLELO

3 THINGS I LEARNED			
THINGS I FOUND INTERESTING			
QUESTION I STILL HAVE			
How has completing this section of the workbook helped me deepen my sense of place?			



WORD SEARCH: TYPES OF MO'OLELO

ANSWERS







SENSE OF PLACE: AHUPUA'A

'O Hawai'i ku'u kulāiwi*

Hawai'i my home

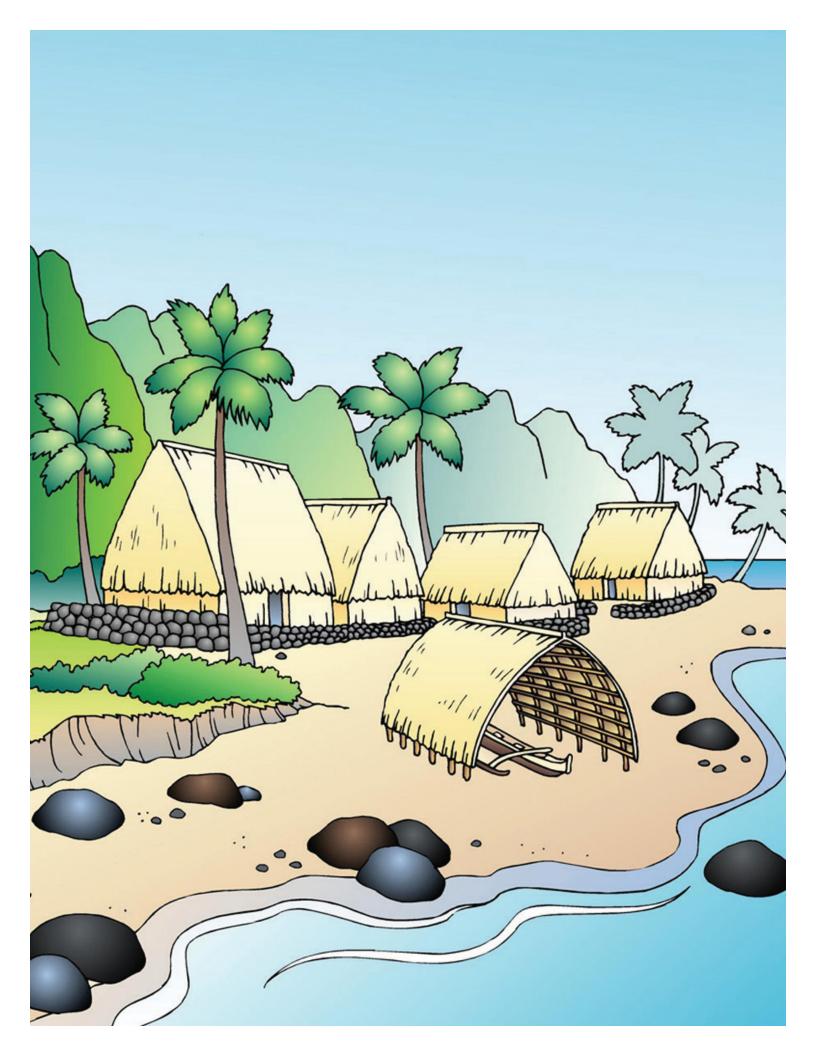
I mau o Hawai'i he 'āina aloha"

Hawai'i our beloved home may you continue on

An ahupua'a is a section of land that runs most often from the mountains down to the sea.

Within most ahupua'a are three areas: uka (upland), kula (plains and fields), and kai (sea and nearby land).

Within these three areas lie many types of resources that are used to take care of the whole community of that ahupua'a.



JOURNAL: WHAT I ALREADY KNOW ABOUT AN AHUPUA'A SYSTEM



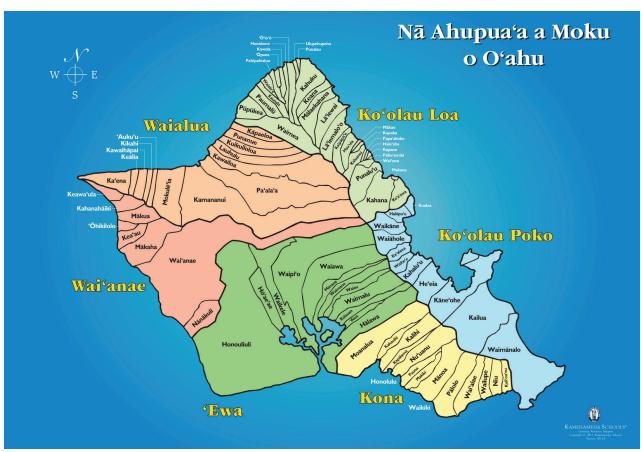
Knowing my ahupua'a and the resources within it help me strengthen my connection to and understanding of myself and place.

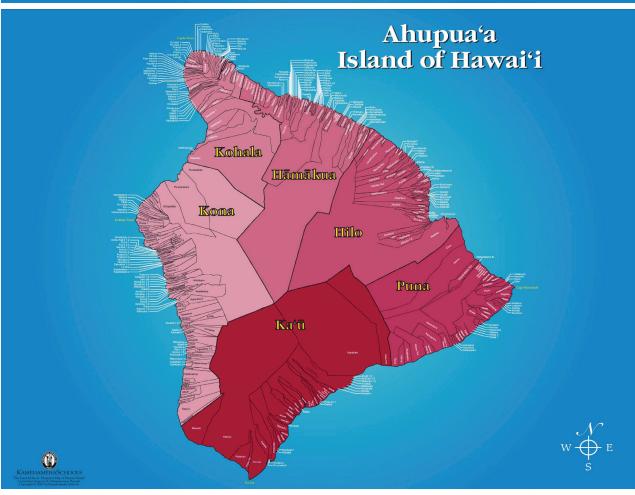
Directions: In the following section, note down anything and everything you know about an ahupua'a system. As you make your way through this notebook, add new 'ike (knowledge or learnings) until this section is full.

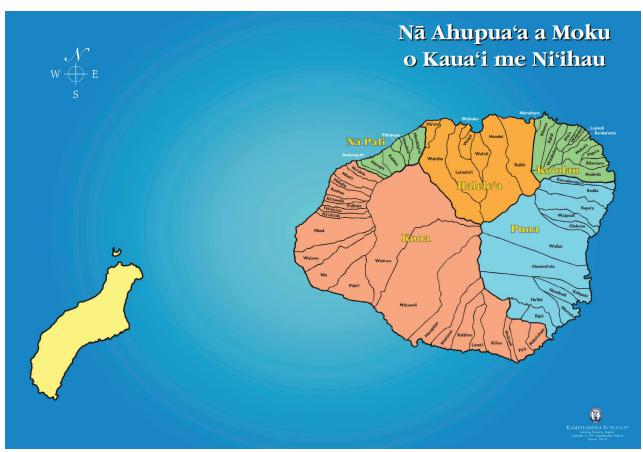
Review the maps on the following pages, or ask a family member for help in answering the following question: What ahupua'a do you live in? What is it called?

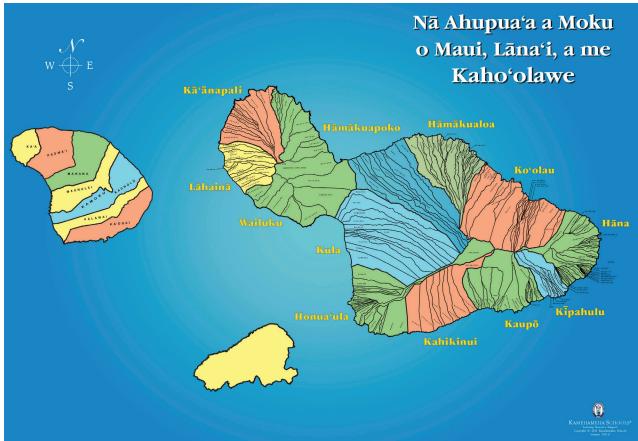
Noho au ma (I live in)_____

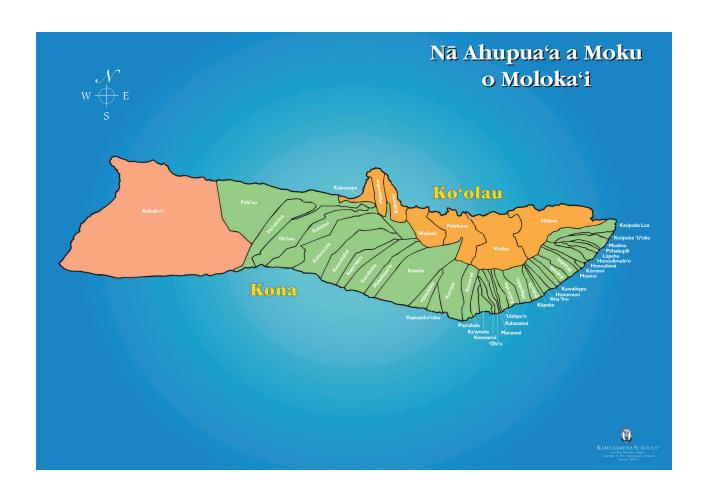












DIVIDING THE LAND



Ke Ali'i Kamehameha

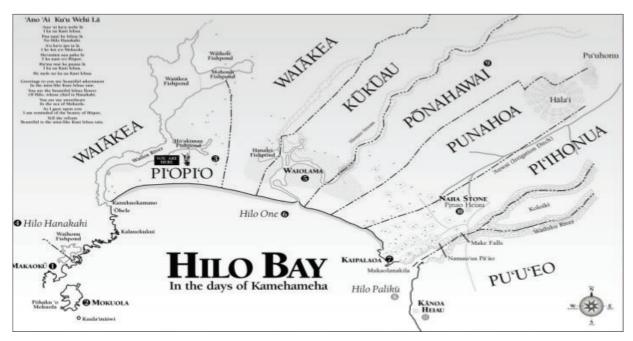
In ancient Hawai'i, the ali'i (chiefs) divided the land so that natural resources could be spread among the people. Imagine if all the fishermen wanted to fish in the same spot because it was known for good fishing. What would happen? The area would become overcrowded and over-fished. Soon, there would be no fish left in that area. Imagine if the farmers just wanted to plant their crops in places on the island with the best soil or the most abundant water. What would happen? They would begin to fight over the best land. Instead, each island was divided into pieces so that the resources would be divided peacefully among the people.

Each main island was called a mokupuni. The chief who ruled the mokupuni was called the ali'i nui (high chief). The mokupuni were divided into large districts called moku. The moku were ruled by ali'i 'ai moku (lesser chiefs)

Directions: Identify the names of your mokupuni, moku, and ahupua'a that you live in and fill in the following boxes.

MOKUPUNI	моки	AHUPUA'A

DIVIDING THE LAND



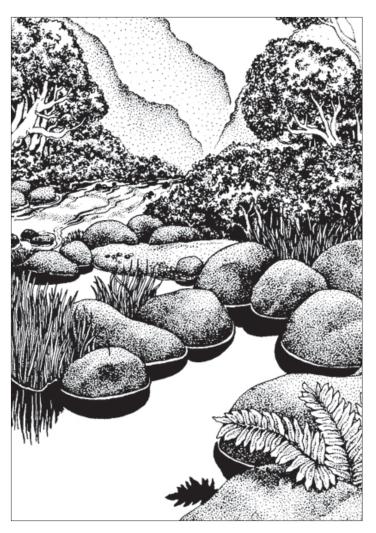
Map showing part of the Moku of Hilo divided into Ahupua'a

Directions: In the space below, draw a map of your ahupua'a and identify the boundaries (Look up Google maps, avakonohiki.org, and ahamoku.org for information).

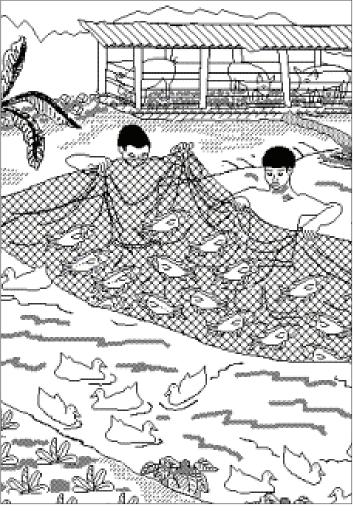
- Think about what lies between you and the next ahupua'a.
- What resources are in your ahupua'a today? Think about things like fresh water, land for growing food, fishponds, and locate them on your map.

NA KUMUWAIWAIAHUPUA'A RESOURCES

There are many resources in an ahupua'a including fresh water, ocean, forests, and animals that support people, community, and culture. Remember that there are usually three areas in an ahupua'a: uka (upland), kula (plains and fields), and kai (sea and near-by land).



Rivers and streams run from uka to kai

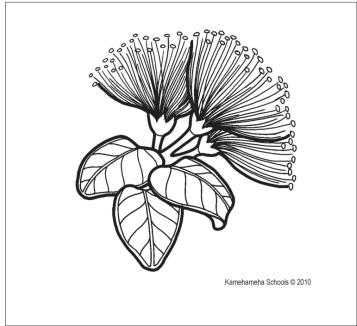


Hukilau – Net setting



NA KUMUWAIWAI AHUPUA'A RESOURCES





Kalo (taro) cultivation in a lo'i (irrigated taro terrace)

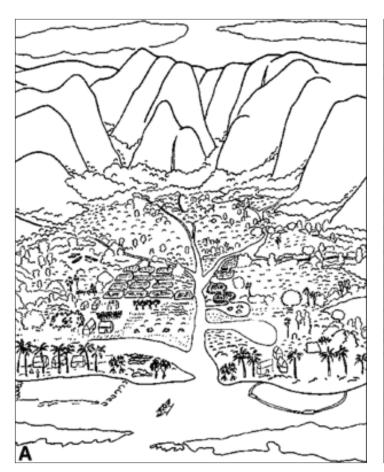
Native plants like lehua had many uses such as lei, protocol, and ceremonial purposes

What was your ahupua'a known for traditionally and how were these resources managed?

Do as much research on your ahupua'a as you can. Are there any mo'olelo (stories, myths, legends, traditions, etc.), mele (songs, chants, and poetry), or oli (chants) relate to your ahupua'a that you can find? You may want to ask a kupuna or other family member or friend or check the internet if you can.				oli (chants) related



NA KUMUWAIWAIAHUPUA'A RESOURCES





Drawings of a typical traditional and contemporary ahupua'a courtesy of UH Mānoa

Directions: List three resources in your ahupua'a that have changed over time and identify what you think caused the changes.

1			
2			
3.			



REFLECTION: AHUPUA'A

3 THINGS I LEARNED		
THINGS I FOUND INTERESTING		
QUESTION I STILL HAVE		
How has	on of the workbook he ense of place?	elped me



GLOSSARY

Here are some of the 'ōlelo Hawai'i terms you may have seen in this workbook.

ae'o Hawaiian stilt

ahupua'a land division usually extending from the uplands to the sea, so called

because the boundary was marked by a heap (ahu) of stones surmounted by an image of a pig (pua'a), or because a pig or other tribute was laid on the

altar as tax to the chief

ʻāina land, earth

ali'i chiefs

ao clouds

emi waning (moon growing smaller)

holoholona animal

ho'onui waxing (moon growing bigger)

'ilima papa low growing vine with golden flowers

'ike knowledge or learnings

ipu general name for vessel or container, as dish, mug, calabash, pot, cup,

utensil, urn, bowl, basin, pipe

kai sea

kāhuli Hawaiian tree snail

kalo taro

kilo to watch closely, observe, examine, or forecast

kula 1. Plains

2. School, academy; to teach school, go to school;

to hold school or class sessions

kupuna 1. Grandparent, ancestor, relative or close friend of the

grandparent's generation, grandaunt, granduncle

2. Starting point, source; growing

kūpuna plural form of kupuna



GLOSSARY

ma uka inland, upland, towards the mountain, shoreward (if at sea); shore, uplands

mai'a banana

mea kanu plant

mele song, anthem, or chant of any kind; poem, poetry; to sing, chant

moa chicken

moku large land district

mokupuni island

moʻolelo story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable,

essay, chronicle, record, article; minutes, as of a meeting

na'au intestines, bowels, guts; mind, heart, affections; of the heart or mind; mood,

temper, feelings

'okina glottal stop (consonant in Hawaiian language)

'ōlelo no'eau wise saying

pā'ū o Hi'iaka native morning glory species

poepoe rounding (of moon)

Pūku'i used to reference Mary Kawena Pūku'i, renowned scholar, dancer, educator,

and composer.

uka upland

wa'a canoe

wahi pana legendary place

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