

Ahupua`a Connections:

Who are we and where do we come from?

GENEALOGY

- * Oral History
- * Journal
- * Mo`olelo
- * Legends, Myths, Songs

What do you know about the menehune?

Where did/do menehune live?

Who were the family members of the menehune?

Describe the physical features of the menehune?

What did/do the menehune do?

Standard 3: History

PRE-CONTACT HAWAII HISTORY-

Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history

SS.4.3.5: Exploration, Migration, and Settlement

Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa'ao) or the Polynesian region and describe what their lives and experiences were like



Language Arts Grades K-12

Common Core Standards

Writing: Text Types and Purpose

K-12. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.R.3

Grades	Writing	Social Studies: History
K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Historical Understanding SS.K.1.1 Chronological Thinking: Explain change and continuity over time
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	SS.1.3.1 A Child's Place in History: Compare own life with those of children in history
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	SS.2.3.1 Stewardship: Describe ways in which specific government agencies are responsible for environmental issues and concerns

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Grades	Writing	Social Studies: History
3.W.3	a. Establish a situation b. Use dialogue and descriptions c. Use temporal words and phrases d. Provide a sense of closure.	SS.3.3.1 Community Life Past and Present: Analyze issues and concerns of own community and those of a similar community in the past
4 & 5. W.3	a. Orient the reader b. Use dialogue and description c. Use a variety of transitional words and phrases d. Use concrete words and phrases and sensory details e. Provide a conclusion	SS.4.3.5 Exploration, Migration, and Settlement: Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa'ao) or the Polynesian region and describe what their lives and experiences were like SS.5.3.2 Exploration, Migration, and Settlement: Examine the interactions between Europeans and Native Americans in North America

Write narratives to develop real or imagined experiences or events using effective technique.

Grades	Writing	Social Studies: History
6-8 .W.3	<p>relevant descriptive details, and well-structured event sequences</p> <ol style="list-style-type: none">Engage and orient the readerUse narrative techniquesUse a variety of transition words, phrases, and clausesUse precise words and phrasesProvide a conclusion	<p>SS.6.3.2 Ancient Societies, 3000 B.C.E. to 500 B.C.E.: Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies</p> <p>SS.7PI.3.3 Government: Trace the development/evolution of government systems in Oceania from pre-contact to present ... and explain the effects of the changes</p> <p>Historical Understanding</p> <p>SS.8.2.2 Historical Perspectives and Interpretations: Describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability</p>

9 & 12.W.3: well-chosen details, and well-structured event sequences

Write narratives to develop real or imagined experiences or events using effective technique.

Grades

Writing

Social Studies: Historical Understanding

6-8.W.3: relevant descriptive details, and well-structured event sequences

9 & 12
W.3

well-chosen details, and well-structured event sequences

- a. Engage and orient the reader
- b. Use narrative techniques
- c. Use a variety of techniques
- d. Use precise words and phrase
- e. Provide a conclusion

SS.9MHH.1.1 Cause and Effect in History: Describe the multiple social, political, and economic causes and effects of change in modern Hawaii

SS.10.2.4 Historical Perspectives and Interpretations: Evaluate the quality of historical accounts based on the arguments they advance and the evidence they use

History

SS.11.3.9 Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E.: Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific

History

SS.4.3.5 Exploration, Migration, and Settlement:

Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa'ao) or the Polynesian region and describe what their lives and experiences were like

Historical Understanding

SS.8.2.2. Historical Perspectives and Interpretations:

Describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability

Tales of the Night Rainbows

Mo`olelo o na Pō Mākole

The story of a Woman, a People, and an Island

Authors: Koko Willis and Pali Jae Lee

Copyright 1990

An oral history as told by Kaili`ohe Kame`ekua

Of Kamalo, Moloka`i

1816-1931

**Menehune VS
Mana hune**

My Journal

(unknown)

To the past, present, and the future
I decide this book.

To the past

Because I came out of it,

To the present

Because I live in it,

To the future,

Because my children shall inherit it.