



Unit 2: Story of Hawaii

Name: _____

Date Given: __/__/__

Due Date: __/__/__



How is voyaging significant to Hawaiian history and culture?

Essential Understandings:

- Understand and appreciate the importance of Hawaiian cultural traditions, language, history, and values
- People are united both by geographical orientation and a shared story
- People work better when they work together

***Task = Any blank that is required to be filled in by the student.
The response must be relevant to receive points.**

Grading

4 (Advanced)	3 (Proficient)	2 (Developing)	1 (Well-Below)	0
Missing 0 to 2 tasks.	Missing 3-5 tasks.	Missing 6-10 tasks.	Missing 11 or more tasks.	Not turned in/ turned in blank

Unit 2, Lesson 1 Story of Hawaii

Do Now: Why is it important to work together? Describe an event or task that you completed and succeeded at because you worked with others.

Learning Targets

- I can explain the significance of Malama Honua and the Worldwide Voyage.

Laulima = _____ Malama Honua = _____

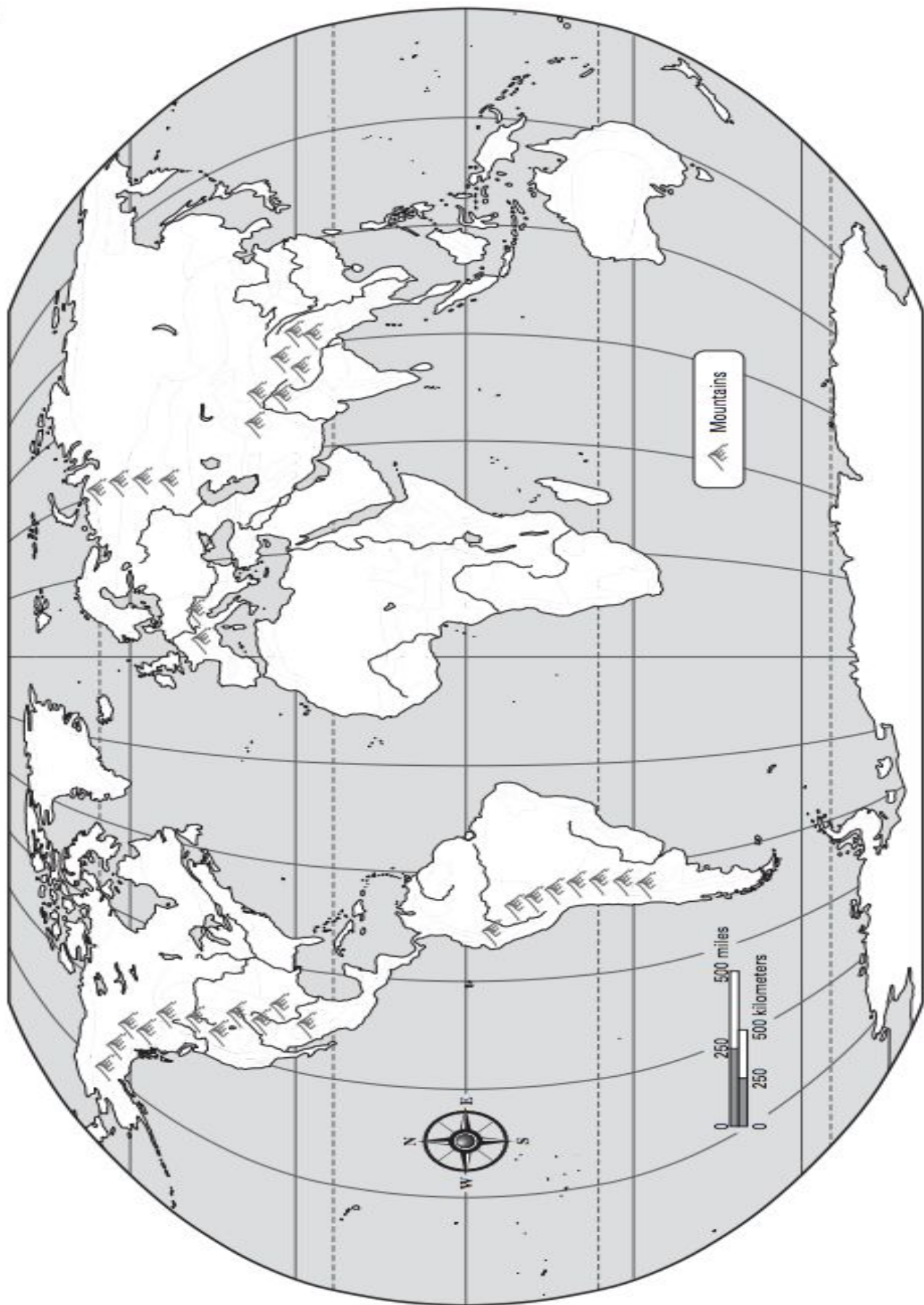
Map Skills: List some of the place the crew stopped

After watching the video, write a four sentence summary of the key ideas.

Sail Plan: Narrative Quick Write

Directions: Label the oceans, continents and significant countries and cities (to the best of your prior knowledge). Then, create a sail plan. Where would you like to visit? What will you bring with you? Why do you want to see these extraordinary place? Draw your course on the map. Then, in detail and complete sentences, explain **in chronological order** where you will travel to and the reasons for each stop.

4	3	2	1	No Score
The organization of the narrative is fully sustained and the focus is clear and maintained throughout.	The organization of the narrative is adequately sustained, and the focus is adequately and generally maintained.	The organization of the narrative is somewhat sustained and may have an uneven focus.	The organization of the narrative poorly maintained and has little or no focus.	Insufficient



Unit 2, Lesson 2 Story of Hawaii

Do Now: Reread your narrative, edit, and add to your story.

Learning Target

- I can explain some of the ancient Polynesian techniques of navigation.

Clues: List the evidence that ancient Polynesians traveled and traded with the Americas hundreds of years before Columbus?

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-
-
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As you read and analyze the following article, circle any unknown words.

The Controversy Concerning the Settlement of Polynesia

Polynesian methods of navigation were largely lost after contact with Europeans. Some anthropologists thought it unlikely that people could have travelled so far without modern technology. They theorized that the Polynesians accidentally became scattered over the Pacific when their ships were blown off course. Others believed their settlement was the result of luck during exploration, random island sightings and drifting, rather than organized colonization.

By the 1960s, ethnographic research in Micronesia brought to light the fact that ancient stellar navigation methods were still in use. This fact, combined with the legendary seafaring tales common to Oceania, helped scholars recognize that it was likely the peoples of the Pacific had used their knowledge of nature to settle all of these remote places. All that remained to prove the new theories was the building and testing of canoes inspired by traditional designs, the harnessing of knowledge from a skilled Micronesian, as well as trial voyages using stellar navigation. The Polynesian Voyaging Society was born in 1973 to do just that, and in 1976 the *Hōkūleʻa* sailed her maiden voyage from Hawaiʻi to Tahiti using only the methods of navigation passed down through the ages from navigator to apprentice.

Write a paragraph explaining how scholars confirmed that Polynesians purposefully travelled throughout the Pacific. Include details from the passage about how they proved this theory.

If time: **Extension packet: how is math involved with navigation and mapping?**

Unit 2, Lesson 3 Story of Hawaii

Do Now: If you are traveling on the Hōkūle`a for 30 days, what would you pack for personal items? Your belongings cannot be bigger than a 5 gallon bucket. Basic food and water will be provided.

Learning Target

- I can explain some of the ancient Polynesian techniques of navigation.

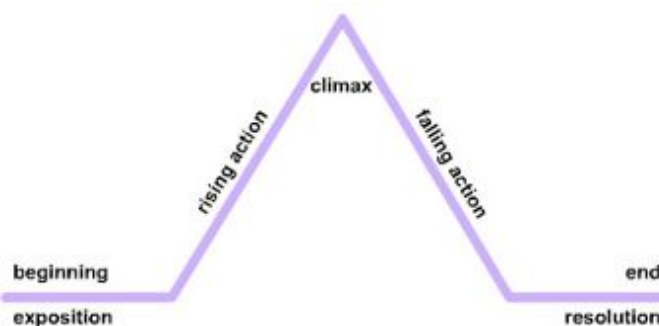
KWL group work:

On a poster: What do you already know about Wayfinding? What do you want to know about the subject?

After the video, add to the “L” column. What did you learn?

Narrative Plot Chart Activity:

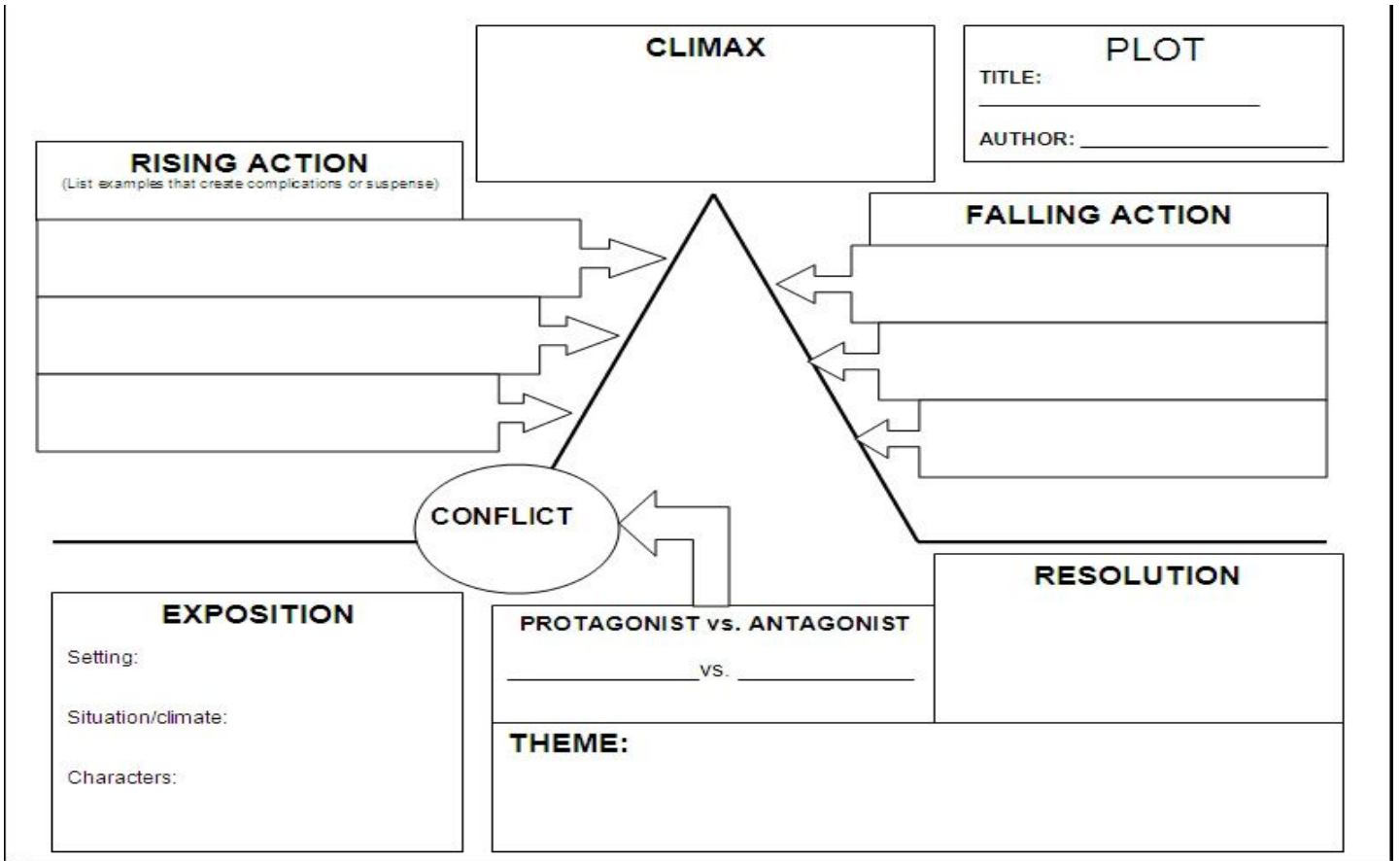
Your instructor will read a short story out loud, but in a mixed up order! Your job as a class, is to SILENTLY move to the section of the narrative diagram where you think the story piece belongs.



Class Discussion:

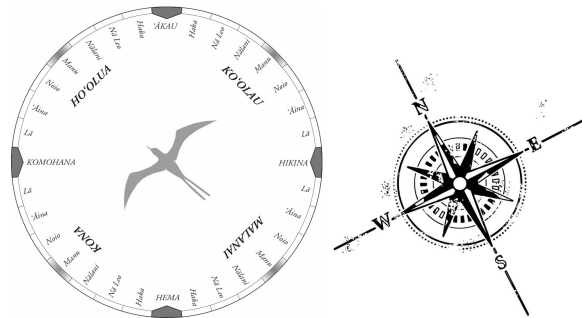
How did we do?
 Did we answer correctly?
 Did we follow instructions?

(Homework) Plot Chart/Diagram: Pretend you are a navigator on the Hōkūle`a. Create a simple but interesting outline of your story. Hint: this is preparation for a narrative essay.

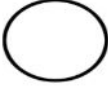





Unit 2, Lesson 4 Story of Hawaii

Do Now: What do you notice and wonder about these two compasses?



Learning Target: I can explain some of the ancient Polynesian techniques of navigation.

Text Symbols for Annotations	
----- 1 ----- 2 ----- 3	Number the paragraphs
	Circle unfamiliar vocabulary and use context clues to define
<u>Underline</u> Highlight 	Underline or highlight main ideas and important details
	Write the questions or confusions you have
	Write the connections from reading to anything else

As you read the following article on wayfinding, mark the text. Circle unknown words, write questions in the margins, and highlight or underline important details.

Wayfinding, or Non-Instrument Navigation

Written by: Dennis Kawaharada

Before the invention of the compass, sextant and clocks, or more recently, the satellite-dependant Global Positioning System (GPS), Polynesians navigated open ocean voyages without instruments, through careful observation of natural signs.

Navigator Nainoa Thompson of the Polynesian Voyaging Society, who was taught by Mau Piailug, a master navigator from Satawal in Micronesia, explains how a star compass is used to tell direction without instruments: "The star compass is the basic mental construct for navigation. We have Hawaiian names for the houses of the stars-the places where they come out of the ocean and go back into the ocean. If you can identify the stars, and if you have memorized where they come up and go down, you can find your direction. The star compass is also used to read the flight path of birds and the direction of waves. It does everything. It is a mental construct to help you memorize what you need to know to navigate.

"How do we tell direction? We use the best clues that we have. We use the sun when it is low on the horizon. Mau has names for how wide and for the different colors of the sun path on the water. When the sun is low, the path is tight; when the sun is high it gets wider and wider. When the sun gets too high you cannot tell where it has risen. You have to use other clues.

"Sunrise is the most important part of the day. At sunrise you start to look at the shape of the ocean-the character of the sea. You memorize where the wind is coming from. The wind generates the swells. You determine the direction of the swells, and when the sun gets too high, you steer by them. And then at sunset we repeat the observations. The sun goes down-you look at the shape of the waves. Did the wind change? Did the swell pattern change? At night we use the stars. We use about 220 stars by name-having memorized where they come up, where they go down.

"When I came back from my first voyage as a student navigator from Tahiti to Hawaii the night before he went home, Mau took me into his bedroom and said "I am very proud of my student. You have done well for yourself and your people." He was very happy that he

was going home. He said, "Everything you need to see is in the ocean but it will take you twenty more years to see it." That was after I had just sailed 7000 miles. "When it gets cloudy and you can't use the sun or the stars all you can do is rely on the ocean waves. That's why he said to me, "If you can read the ocean, you will never be lost." One of the problems is that when the sky gets black at night under heavy clouds you cannot see the swells. You cannot even see the bow of the canoe. And that is where people like Mau are so skilled. He can be inside the hull of the canoe and just feel the different swell patterns moving under the canoe and he can tell the canoe's direction lying down inside the hull of the canoe. I can't do that. I think that's what he learned when he was a child with his grandfather.

"The Southern Cross is really important to us. It looks like a kite. These two stars in the Southern Cross always point south (Gacrux on top and Acrux on the bottom). If you are traveling in a canoe and going south, these southern stars are going to appear to be traveling the higher and higher in the sky each night. If you went down to the South Pole, these stars are going to be way overhead. If you are going north to Hawai'i, the Southern Cross travels across the sky in a lower and lower arc each night. When you are at the latitude of Hawai'i, the distance from the top star (Gacrux) to the bottom star (Acrux) is the same distance from that bottom star to the horizon. That only occurs in the latitude of Hawai'i. If you are in Nuku Hiva at 9° S, the distance between the bottom star in the Southern Cross and the horizon is about nine times the distance between the two stars."

According to the text, "Polynesians navigated open ocean voyages without instruments, through careful observation of natural signs." What three pieces of evidence from the text would you use to support the above statement?

Detail/Evidence

Quote:

Quote:

Quote:

NARRATIVE ESSAY Teacher Scored Rubric (DO NOT EDIT OR DELETE THIS SECTION):

Rubric Categories	4	3	2	1	0
W.6-8.3a: Engage/orient reader by establishing a context and introducing characters/narrator and organize a logical event sequence (plot) .	The plot events are sequenced clearly throughout the story; the setting, characters and conflict are strongly introduced .	The plot events are sequenced throughout the story; the setting, characters and conflict are introduced .	The plot events are sequenced partially throughout the story; the setting, characters and conflict are weakly introduced	Plot events are confusing throughout the story; the setting, characters and conflict are attempted to be introduced	No plot events, or introduction.
W.6-8.3b: Use dialogue, pacing, and description, to develop events and characters .	Clearly explains how the main character(s) changes and develops from the beginning to the end of the story; Uses specific details (actions, thoughts, and words) from the story as examples to strongly show how the character(s) developed.	Explains how the main character(s) changes and develops from the beginning to the end of the story; Provides some details from the story (actions, thoughts, and/or words) to show how the character(s) developed	Partially explains how the main character(s) changes and develops from the beginning to the end of the story; Provide vague details (actions, thoughts, and/or words) from the story to attempt to show how the character(s) developed	Attempts to explain how the main character(s) changes and develops from the beginning to the end of the story; provide confusing details (actions, thoughts, and words) from the story that does not show the character(s) developed	No development of characters or events present.
W.6-8.3c: Use a variety of transitions , phrases, and clauses to convey sequence and time/setting shifts.	Uses a variety of transitions to clearly show a change in time and place consistently throughout the story.	Uses a variety of transitions to show a change in time and place throughout the story.	Uses weak or the same transitions that attempts to show a change in time and place throughout the story.	Uses very few transitions that does not show a change in time and place throughout the story.	No transitions are present.
W.6-8.3d: Use precise words and phrases, descriptive details, and sensory language to capture action and convey experiences or events.	Sentence structure is complex and varied consistently throughout text. Uses strong sensory details and figurative language that helps the reader clearly picture the action, experience, or event that is being described	Sentence structure is complex and varied throughout text. Uses sensory details and figurative language and helps the reader picture the action, experience, or event that is being described.	Sentence structure is sometimes complex. Uses weak sensory details and/or figurative language that helps the reader picture part of the action, experience, or event that is being described.	Sentence structure is not complex. Uses very few sensory details and/or figurative language. The reader may not be able to picture the action, experience, or event that is being described.	No sensory details and figurative language in story.
W.6-8.3e: Provide a conclusion that follows from the narrated experiences or events.	Provides a compelling concluding section that is clearly connected to the rest of the narrative.	Provides a concluding section that is connected to the rest of the narrative.	Provides a weak concluding section that is partially connected to the rest of the narrative.	The concluding section may not connect to the rest of the narrative.	No concluding section
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	Unintelligible, off-topic, copied text, off-purpose, and/or blank response

W 6.3: NARRATIVE TOTAL SCORE: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A large rectangular area containing 25 horizontal lines, intended for writing or drawing.

