



## Unit 4 (Lessons 1-2):

**Lesson 1:** Should the Kapu System have ended?

**Lesson 2:** Did the benefits of spreading foreign religion outweigh the costs?



Name: \_\_\_\_\_

Learning Objectives:

- ★ **D2.His.3.6-8:** I can generate and use questions about the Kapu system, and the Missionaries and Christianity, to analyze why it was historically significant.

**\*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

## Lesson 1: Should the Kapu system have ended?

### Learning Targets:

→ **D2.His.3.6-8:** I can generate and use questions about the Kapu system to analyze why it was historically significant.

**Do Now:** Is there anything forbidden or off-limits within your family? For example, do your parents make you take off your shoes before coming into the house?

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3 sources about the Kapu System will be provided to you. Select **2 out of the 3** sources to read and annotate. At the end, you will create questions to guide your group's discussion next week!

### Table of Contents (Circle 2 out of 3 sources you will read)

#### 1. The Kapu System

This article gives a general background of the belief that the Gods gave Ali'i (chiefs) power to set rules against the common citizens of ancient Hawai'i. It briefly mentions how Hawaiians had to act if they ever broke the strict Kapu, or these set rules.

#### 2. The Rules of the Kapu System

This article outlines the main rules that were commonly known and enforced around ancient Hawai'i.

#### 3. Abolishing the Kapu System

This article goes into detail on how the Kapu system ended through Kamehameha II (Liholiho). In addition, it briefly mentions the main consequences of the Kapu system ending in ancient Hawaii.

### Source 1: The Kapu System

### Gist

*The word **kapu** means “**forbidden**” in Hawaiian language. The kapu system was the religious law system that ruled over almost every act of Hawaiian life. It included thousands of rules which identified what people could and could not do. The kapu system was based on beliefs about **mana** (spiritual power).*

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death before the 'ilamuku got to them. They knew that the gods were tremendously powerful and this affected their thinking. There was one place of safety to keep the kapu system from being overly demanding – the **pu'uhonua (place of refuge and forgiveness)** which was established in each **moku (district)**. If a kapu breaker was able to reach the pu'uhonua ahead of those seeking to kill him or her, the kahuna would then provide shelter, protection, and forgiveness. The kapu breaker could then reenter the community in safety. The gods would have been satisfied through the prayers and rituals of the kahuna.



*Modern day picture of Pu'uhonua, a place of refuge for those who broke the Kapu system.*

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**Source 2: The Rules of the Kapu System**

**Gist**

1. The men and women had to eat separately.
2. The food for the men and women had to be cooked in separate imu (underground ovens).
3. A wife was forbidden to enter the eating house of her husband while he was eating.
4. Women were forbidden to eat certain foods, among which were pork, banana, coconut, and certain fishes.



5. A commoner would be put to death if their shadow or touch fell on an ali'i's (chief's) house or anything that belonged to the ali'i.
6. When an ali'i of high standing ate, the people around him had to kneel.
7. During the summer months of Kau, the aku fish was kapu and could not be eaten.

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Source 3: Abolishing the Kapu System	Gist
<p>Kamehameha the Great died in 1819. Before his death, he appointed his oldest son, <b>Liholiho (Kamehameha II)</b>, to be the next king of the Hawaiian kingdom. Liholiho was only 22 years old when he became king in an important ceremony with the other chiefs. Because of his young age, Kamehameha the Great made his favorite wife, <b>Ka'ahumanu, the kuhina nui</b>. The kuhina nui meant that she would be a co-ruler and help Liholiho rule the kingdom. The other chiefs accepted this deal because Kamehameha made it before his death.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Shortly after his father's death and his succession to power, Kamehameha's son Liholiho disliked the kapu system, which was the backbone of Hawaiian society. Liholiho, along with Ka'ahumanu, defied tradition by allowing men and women to eat together without restriction at a feast attended by high chiefs and several foreigners. Called the '<b>Ai Noa</b>', this act shook the foundation and dismantled the former beliefs of the kapu system. In November 1819 (6 months after Kamehameha the Great died), Liholiho told his messengers to burn all the images of the Hawaiian gods and destroy the temples. Even though some chiefs and priests rebelled to keep it alive, this ended the kapu system in Hawaii.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Effects of Ending the Kapu System</b></p> <p>There were many effects of the abolition of the kapu system on Hawai'i and its people. We will concentrate on two effects:</p> <p><b>1. The Hawaiians gave up their major gods (religion):</b> When the kapu system was abolished, the major Hawaiian gods were also done away with. With the religion also abolished the connection of the ali'i with the gods. They were no longer divine. Their power would have to come from something or somewhere else.</p> <p><b>2. The women were liberated (freed) from many restrictions:</b> Women could eat men's foods, eat with men, do men's work or attain leadership positions only held by men in the past.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Question Formulation Technique Day 1

### 4 Rules Question Formulation Technique

1. Ask as many questions as you can about the sources you read on the Kapu system.
2. Do not stop to discuss, judge or answer the questions.
3. Write down every question exactly as it is stated.
4. Change any statement into a question.

**Round 1:** Write down as many questions as you can about the sources on the Kapu System. After, circle if it's open-ended or closed-ended.

1. \_\_\_\_\_ O or C
2. \_\_\_\_\_ O or C
3. \_\_\_\_\_ O or C
4. \_\_\_\_\_ O or C
5. \_\_\_\_\_ O or C
6. \_\_\_\_\_ O or C
7. \_\_\_\_\_ O or C
8. \_\_\_\_\_ O or C
9. \_\_\_\_\_ O or C
10. \_\_\_\_\_ O or C

**Round 2:** Select 2 closed ended questions and change them from closed to open-ended.

Question # \_\_\_\_\_

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Question # \_\_\_\_\_

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**Round 3:** Select the question your group thought was the most important. Write the question on the separate slip of paper provided.

**Lesson 2: Did the benefits of spreading a foreign religion outweigh the costs?**

**Learning Targets:**

→ **D2.His.3.6-8:** I can generate and use questions about the Missionaries and Christianity to analyze why it was historically significant.

**Do Now:** Has anyone ever tried to make you believe in something?

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3 sources about the Missionaries in Hawaii will be provided to you. Select **2 out of the 3** sources to read and annotate. At the end, you will create questions to guide your group's discussion next week!

Table of Contents:  
**(Circle 2 out of the 3 sources you will read)**

**1. The Arrival of the Missionaries**

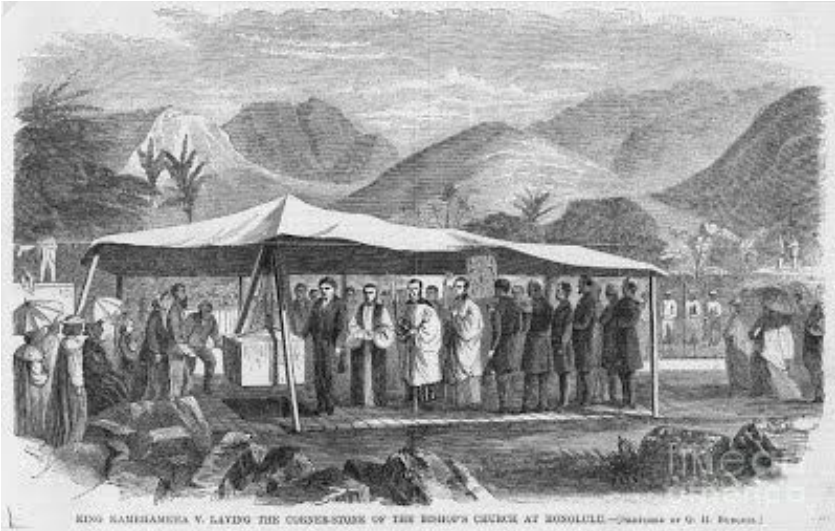
This article gives a general background of who were the missionaries, and why they wanted to spread the religion of Christianity around Hawaii. It briefly mentions what missionaries set up in ancient Hawaii, like churches and school.

**2. Personal Journals of Missionaries and Hawaiian Chiefs**

These primary sources are personal journals written by missionaries, and Hawaiian chiefs of their interactions with each other. These journals are personal perspectives of those who actually lived in that time period.

**3. The Lingering Consequences**

This article addresses the negative issues that occurred from contact from missionaries.

Source 1: The Arrival of the Missionaries	Gist
<p>The first <b>missionaries</b> came to the Hawaiian Islands in 1820, after Liholiho ended the kapu system. Missionaries are Christians who come to other lands with the idea of teaching and spreading Christianity.</p>	<hr/>
<p>Missionaries Hiram Bingham and Asa Thurston came to Hawaii with the idea of covering the islands with schools and churches. They wanted to improve the lives of Hawaiians through teaching them Christianity.</p>	<hr/>
 <p style="text-align: center; font-size: small;">KING KAHAHAMANA V. LAYING THE CORNER-STONE OF THE BISHOP'S CHURCH AT HONOLULU.—(Engraving by G. H. BARNES.)</p>	<hr/>
<p style="text-align: center;"><i>Missionaries consulting Native Hawaiians about Christianity</i></p>	<hr/>
<p>The missionaries came at a time when many Hawaiians were at a loss. Liholiho had just ended the kapu system that had been in place for generations. The end of the kapu system also meant the end of the worshipping Hawaiian Gods. The mix of the Hawaiian culture with the missionary culture was a shock. Missionaries could not believe that Hawaiians lived the way they did with the former Kapu system. The Hawaiians also couldn't understand why the missionaries dressed from neck to feet when the weather was so warm and hot.</p>	<hr/>



<p>The first job of the missionaries was to learn the Hawaiian language, so that they could communicate with the Hawaiians. By learning Hawaiian, the missionaries could then begin teaching the Hawaiians about the Bible. <b>Keopuolani</b>, one of Kamehameha the Great's wives and Liholiho's mother, became baptized and led the way for other Hawaiians to learn Christianity. She figured if the ali'i became Christians, then this would lead the way for the common Hawaiian citizens to learn about the Bible. The missionaries built churches and soon taught the Hawaiians to read and write in Hawaiian. They also brought a printing press to Hawaii to print Hawaiian-language Bibles, books and newspapers. The missionaries also opened the first schools in Hawaii for adult Hawaiians and ali'i children.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Source 2: Personal Journals of Missionaries and Hawaiian Chiefs	Gist
<p>"This afternoon Chief Kaumuali'i sent to me and requested that I would come and read to him in his bible. I read the first chapter of Genesis and explained to him what I read as well as I could. He listened with strict attention, frequently asking pertinent questions, and said I can't understand it all; I want to know it; you must learn my language fast, and then tell me all - "No white man before, ever read to me and talk like you." The Hawaiians wanted to learn to read and write" - <b>Samuel Ruggles (Missionary)</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>"We ask Mr. Cooke to be teacher for our royal children. He is the teacher of our royal children and Dr. Judd is the one to take care of the royal children because we two hold Dr. Judd as necessary for the children and also in certain difficulties between us and you all."</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">- Signed:  <b>Kamehameha II (Liholiho)</b>  <b>Hoapili Wahine</b>  <b>Kekāuluohi"</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>"Greetings Mr Bingham. Here is my message to all of you, our missionary teachers. I am telling you that I have not seen your wrong doing. If I had seen you to be wrong, I would tell you all. No, you must all be good. Give us literacy and we will teach it. And, give us the word of God and we will heed it. Our women are prohibited, for we have learned the word of God.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Then foreigners come doing damage to our land. Foreigners of American and Britain. But don't be angry. And it is not you foreigners, the other foreigners. Here's my message according to the words of Jehovah, I have given my heart to God and my body and my spirit. I have devoted myself to the church and Jesus Christ. Have a look at this letter of mine, Mr Bingham</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>and company. And if you see it and wish to send my message on to America.” - <b>Chief Kalanimōku noting problems are not being caused by Missionaries</b></p> <p>“Regards to you, our friends in America. Here is our hope for the improvement of the lands here in Hawaii. Give us more instructors like those you have in your land, America. These are the kinds of instructors we are considering: A carpenter A tailor A house builder A cobbler A wheelwright A paper maker A make of lead printing type Farmers who know the planting and care of cotton and silk, and sugar refining A maker of fabric, and Carts suitable for heavy work A teacher for the chiefs in matters of land, comparable to what is done in enlightened lands And if there are others appropriate for those endeavors, those as well. If you agree and send these teachers when we will protect them when they arrive, provide the necessities to make their professions viable and give our support those needed endeavours.”</p> <p>(The letter is signed by 15-chiefs, including King Kamehameha II (Liholiho), Na Kauikeaouli, Nahi’ena’ena Na Hoapili, Kane Na Malia Hoapili.</p> <p>- <b>Chiefs’ request for more American teachers</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Source 3: The Lingering Consequences	Gist
<p><b>Weakening of the Native Way of Life</b></p> <p>Missionaries and other immigrant groups brought foreign diseases which contributed to the decline in the local population. Additionally, the balance of power was shifted in favor of the United States due to the introduction of Americans. The Hawaiian Kingdom’s love of Christianity and American Culture lead to the ending of the Traditional Hawaiian way of life.</p> <p style="text-align: center;"><b>Population Decline</b></p> <p>The spread of foreign disease from Missionaries lead to a significant increase in the death of the Native Hawaiians. Native Hawaiians didn’t have the immune system to resist diseases like the common cold, the flu, and smallpox. This resulted in substantial population decline. When the islands were first founded, there were 1,000,000 Hawaiians. By 1884, only 40,000 Hawaiians remained.</p> <p style="text-align: center;"><b>Loss of Native Cultural Dominance</b></p> <p>A large conversion rate to Christianity was possible due to the fall of the Native Hawaiian religion. The English language also became dominant due</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

to the Missionary schools, which eventually led to the Hawaiian language dying out. Today, only a small portion of the population can speak Hawaiian fluently. A lot of other native cultural elements

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### Question Formulation Technique Day 2

#### 4 Rules Question Formulation Technique

1. Ask as many questions as you can about the sources you read on the Missionaries in Hawai'i.
2. Do not stop to discuss, judge or answer the questions.
3. Write down every question exactly as it is stated.
4. Change any statement into a question.

**Round 1:** Write down as many questions as you can about the sources on the Missionaries in Hawaii. After, circle if it's open-ended or closed-ended.

1. \_\_\_\_\_ O or C
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6. \_\_\_\_\_ O or C
7. \_\_\_\_\_ O or C
8. \_\_\_\_\_ O or C
9. \_\_\_\_\_ O or C
10. \_\_\_\_\_ O or C

**Round 2:** Select 2 closed ended questions and change them from closed to open-ended.

Question # \_\_\_\_\_

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**Round 3:** Select the question your group thought was the most important. Write the question on the separate slip of paper provided.