



STATE OF HAWAII
Ke Ana La'ahana
Public Charter School

April 7th, 2020

Aloha e na 'ohana Ke Ana La'ahana,

We are into week 4 of the COVID-19 impacts. This issue has all of us thinking, re-thinking, creating, re-creating, innovating, and hopefully realizing the value of 'ohana. What this issue has done for me is see my own 'ohana from "fresh" eyes. It has forced me to reflect and appreciate my upbringing in this small Hawaiian community of Keaukaha. A "party" line was a telephone system that different families in the community shared. The doctor's office was at the Kawanakoa Gym where our community families met to visit "a" shared doctor. The bus system was made up of "sampan" buses driven by some of our 'ohana and a visit to the "market" was going to "Tanabe" store. We had it made!

Take the time to reflect as well and encourage your child/ren to keep a daily journal of how COVID-19 has impacted them. Their processing is so much different than ours. It should be, they are still children and their thoughts and concerns are valid. If you need a composition book for their daily journal, let the office know and we will work toward getting them one. Encourage them to draw and create, this is another great coping mechanism.

Enclosed you will find Kupu III. This packet focuses on the importance of genealogy or mo'oku'auhau. This is a graduation requirement for Ke Ana La'ahana. Haumana must recite their mo'oku'auhau at graduation. It is important that all of us understand and know our mo'oku'auhau. This is the vision of our school. "Ku I Ka Mana" Like the one from whom he received what he learned. (Puku'i, 1983) You are your child's first kumu. We are here to move that wisdom and guidance forward.

Kupu III is due back next Thursday, April 16th. Again, I am here to collect what comes in till 11:00am, I will leave at 11:05am. Continue to be the effective contributors. If there are questions or you need kokuia, please contact me by email at office@kalpcs.com or call the office at 961-6228 and leave a message if we are not in. We continue to work remotely.

Enclosed are some resources that your 'ohana or others may be able to use or share. Please be safe and be proactive in promoting social distancing.

Ku I Ka Mana,

W. Mapuana Waipa

Ke Ana La'ahana Public Charter school

Cc: GB members



KUPU III

MO'OKŪ'AUHAU

INOA (Name): _____

APRIL 9, 2020 - APRIL 16, 2020

PLEASE COMPLETE AND SUBMIT TO KE'ENA (OFFICE)

Vision

KŪ I KA MANA

"Like the one from whom he received what he learned.
Said of a child who behaves like those who reared him." (*Pukai, 1983*)

Mission

*To recognize, nurture, and foster cultural identity and cultural awareness
in an environment that has historical connections and lineal linkage to students.
Students engage in critical thinking and demonstrate complete mastery of academia
for their future as a result of this educational program
that is driven by family, community, and culture.*

Hawaiian Focused Charter School Vision of a Graduate

Cultural Knowledge, Responsibility to Family, Community, and Environment

Perpetuate 'ōlelo Hawai'i, demonstrate, understand, apply Hawaiian values, respect and honor genealogy, recognize and accept leadership roles to manifest cultural knowledge, know a place (history, resources) as a piko and a foundation for making larger connections, understand importance of reciprocal relationships and responsibilities in a cultural context.

Enrichment Objectives

Students will know and understand...

1. Their mo'okū'auhau and its connection to history and lineal linkages.
2. The value of wisdom from kūpuna.
3. The connection to self, 'ōlelo Hawai'i, and mo'okuauhau relationships.
4. That geometric/linear patterns can be used to represent multiple aspects of one's mo'okū'auhau.

Directions for each section:

Genealogy

1. Refer to your 'ohana and what you know to complete your oli Mo'okū'auhau. It is easiest if you start with the bottom (you, your siblings, and your parents) and work your way up.
2. Complete the two tables associated with your genealogy of your mom and dad's family. IF NECESSARY, add more rows.

Kupuna Interview

1. Politely ask a kupuna to allow you to interview them so you can learn more about them. If you will be recording the interview (this is recommended), ask permission first. Let them know that you will also be writing about them and the information will **not** be published, or posted in any public forum.
2. Complete and record (audio) the interview using the 12 questions provided. Then on the lines provided, write your kupuna's responses. This can be as notes: bullets, and brief phrases. Use extra paper if needed.
3. Complete the kupuna interview reflection. Please write in complete sentences. Minimum of 3.

Kāpala Design

1. Draft a kāpala design based on your mo'okū'auhau and kupuna interview.

Remember: Straight lines only!

Mo'okū'auhau o La'ahana

1. Read the passage on page 8 out loud to your 'ohana
2. Pick a new Hawaiian word to put in the word box from the reading. Fill out its meaning, write a sentence using it (in English or Hawaiian) and draw a picture to illustrate it or give some examples.
3. Use the passage to help you complete the Genealogy/ Pedigree tree
4. Use your Mo'okū'auhau to help you create a family tree for your 'ohana.

SECTION 1: Mo'okū'auhau

Complete the template of your 'ohana. It is easiest if you start with the bottom (you, your siblings, and your parents) and work your way up.

Oli Mo'okū'auhau

no ka 'ohana _____

Hānau 'ia 'o _____ he kāne / wahine, no _____.

(GREAT GRANDPARENTS)

Noho 'o ia iā _____ he kāne / wahine, no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo

Hānau 'ia 'o _____, he _____, no _____, ka lua

Hānau 'ia 'o _____, he _____, no _____, ke kolu

Hānau 'ia 'o _____, he _____, no _____, ka hā

Hānau 'ia 'o _____, he _____, no _____, ka lima

Hānau 'ia 'o _____, he _____, no _____, ka ono

Hānau 'ia 'o _____, he _____, no _____, ka muli loa.

(GRANDPARENTS)

Noho 'o _____ iā _____ he _____ no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo

Hānau 'ia 'o _____, he _____, no _____, ka lua

Hānau 'ia 'o _____, he _____, no _____, ke kolu

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Hānau 'ia 'o _____, he _____, no _____, ka ono

Hānau 'ia 'o _____, he _____, no _____, ka muli loa.

(PARENTS)

Noho 'o _____ iā _____ he _____ no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo

Hānau 'ia 'o _____, he _____, no _____, ka lua

Hānau 'ia 'o _____, he _____, no _____, ke kolu

Hānau 'ia 'o _____, he _____, no _____, ka hā

Hānau 'ia 'o _____, he _____, no _____, ka lima

Hānau 'ia 'o _____, he _____, no _____, ka ono

Hānau 'ia 'o _____, he _____, no _____, ka muli loa.

E ola ka 'ohana _____!

Oli Mo'okū'auhau

no ka 'ohana _____

Hānau 'ia 'o _____ he kāne / wahine, no _____.

(GREAT GRANDPARENTS)

Noho 'o ia iā _____ he kāne / wahine, no _____.

Hānau 'ia 'o _____, he _____, no _____, ka hiapo

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(PARENTS)

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Hānau 'ia 'o _____, he _____, no _____, ka lua

Hānau 'ia 'o _____, he _____, no _____, ke kolu

Hānau 'ia 'o _____, he _____, no _____, ka hā

Hānau 'ia 'o _____, he _____, no _____, ka lima

Hānau 'ia 'o _____, he _____, no _____, ka ono

Hānau 'ia 'o _____, he _____, no _____, ka muli loa.

E ola ka 'ohana _____!

Mo'okū'auhau

Mo'okū'auhau o ka 'ohana _____

Person	First & Last Name	Year Born	Place Born	Year Died	Jobs	Health Concerns	Stories
Mom's Mom							
Mom's Dad							
Child 1 Hiapo Mom's oldest							
Child 2 ka lua							
Child 3 ke kolu							
Child 4 ka ha							
Child 5 ka lima							
Child 6 ke eono							
Child 7 ka hiku							
Child 8 ka walu							
Child 9 ka iwi							
Muli Loa Youngest							

Mo'OKU'AUHAU

Mo'okū'auhau o ka 'ohana _____

Person	First & Last Name	Year Born	Place Born	Year Died	Jobs	Health Concerns	Stories
Dad's Mom							
Dad's Dad							
Child 1 Hiapo Dad's oldest							
Child 2 ka lua							
Child 3 ke kolu							
Child 4 ka ha							
Child 5 ka lima							
Child 6 ke eono							
Child 7 ka hiku							
Child 8 ka walu							
Child 9 ka iwi							
Muli Loa Youngest							

SECTION 2: Kupuna Interview Questions

Audio or video record if possible

- 1. What is your full name? When and where were you born?**
- 2. What responsibilities did you have growing up?** How did they change over the years? What was your attitude towards them? Has your attitude towards them changed over the years?
- 3. What occupations have you had in your life?** What knowledge and skills did you gain from your careers?
- 4. Where did you grow up? What was it like?** Do they still live there, or have they visited? If so, what are some major changes to the landscape and community?
- 5. What do you remember about Keaukaha?** How about your favorite? What did they use those spaces for? How has it changed over the years?
- 6. What is your favorite wahi pana?** What did they use those spaces for? How has it changed over the years?
- 7. What do you remember about your parents and grandparents?** What mana'o did they share? Did they have a go-to phrase for advice? What do you think it would have been like growing up without them?
- 8. Do you know the story of the family 'aumakua? Are there any family designs or kāpala pattern that you know?**
- 9. What social/ health changes (major events) have they lived through?** Wars, wide-spread diseases, development of buildings? What was it like before and after these events?
- 10. Are there any health issues or unique physical traits that run in your family?** Receding hairlines? Cancers? Asthma? Dimples? Freckles? Heart conditions? Allergies?
- 11. What are the most important lessons you've learned in your life?** Ask to hear the stories behind those lessons. What kind of lessons did you learn at my age?
- 12. What advice do you have for me?** How can I use culture to ground myself? How can I be active in my community?

Kupuna Interview Reflection: Write responses in complete sentences (Minimum 3 sentences).

Why did you choose to interview this Kupuna? Share a story of that person that stands out?

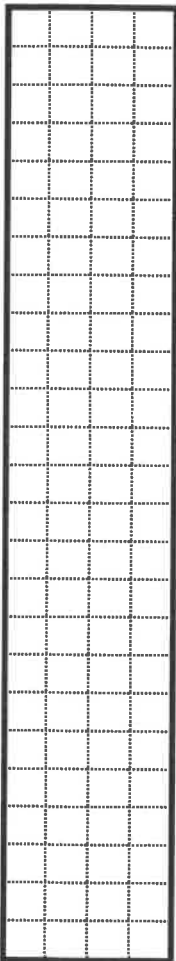
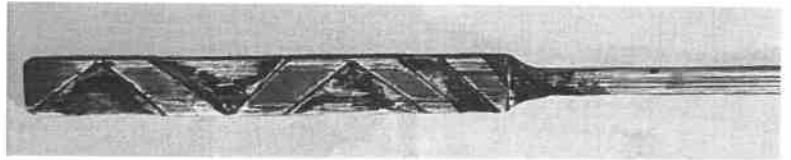
What family values did you learn from your interview? How are these values part of what you do on a daily basis? (At home, in school, in the community). How can you apply it in the future?

What are some things that your kupuna experienced growing up that are similar or different to your life growing up? Explain.

SECTION 3: Kāpala Design

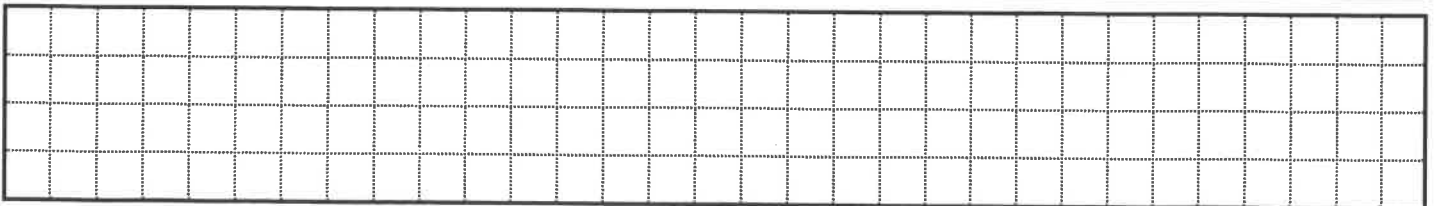
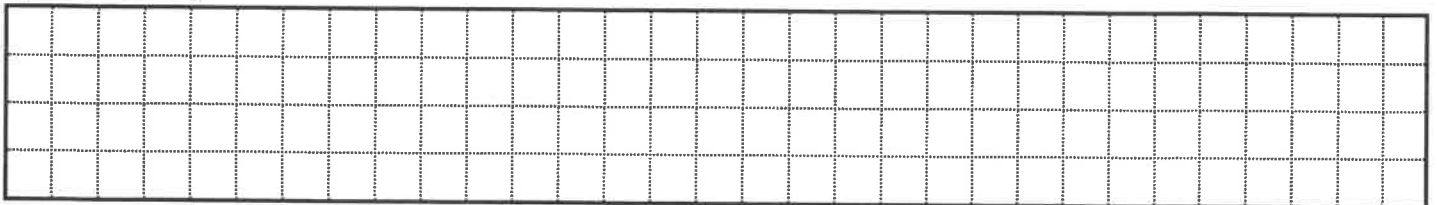
In the space below, utilize your genealogy and your kupuna interview to design a kāpala pattern. Be sure to offer a detailed explanation of your kāpala on the lines provided. Remember: utilize linear and geometric shapes to create your design; **you must use a straightedge, no curved lines.** You may use the additional grids to draft your designs or come up with multiple.

Kumu Donna's example: The two triangles represent the two mountains, Mauna Kea and Mauna Loa that grace the island of Hawai'i where my 'ohana is from. The inverted triangle represents Waipi'o Valley where we gathered as a family.



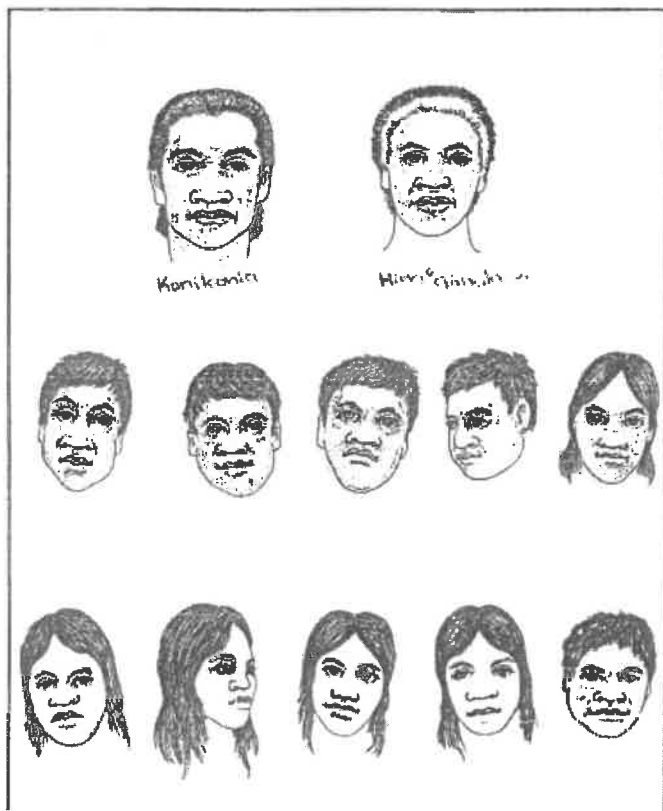
THEME: Mo'okū'auhau | Explanation

Handwriting lines for providing an explanation of the design.



SECTION 4 Mo'okūauhau o La'ahana

Below is the genealogy of Ma'ikoha, the father of La'ahana. Using the information given below, **label the names of the children in order of birth. Start with Ma'ikohā being the youngest and work your way backwards** with his sisters and then finally his brothers.

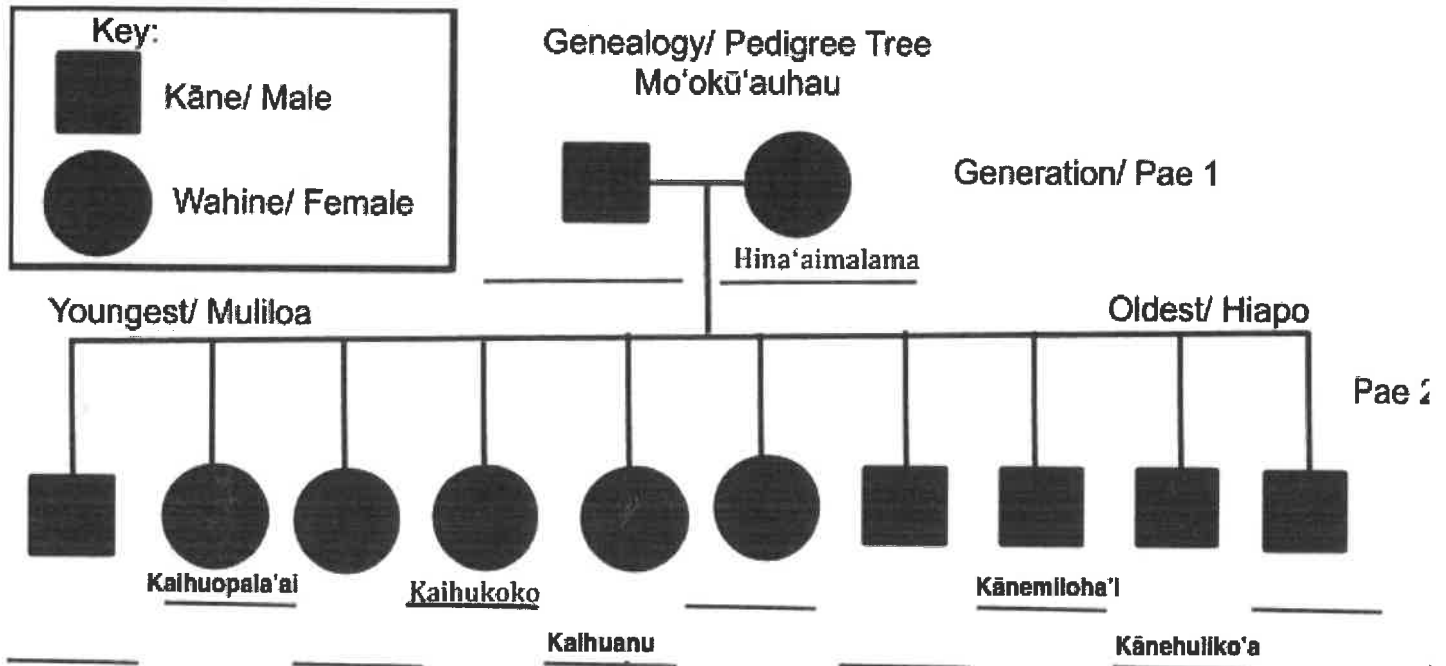


No Waiākea, Hilo 'o Ma'ikohā.
 'O Konikonia kona makua kāne.
 'O Hina'aimalama kona makuahine. He 'umi lākou o ka hānau 'ana. 'O Ma'ikohā ka muli loa. 'Elima ona kaikuahine. 'O Kaihuko'a, 'o Kaihuanu, 'o Kaihukoko, 'o Kaihuku'una a me Kaihuopala'ai. 'Ehā nō ho'i ona kaikua'ana. 'O Kāne'aukai, 'o Kānehuliko'a, 'o Kānemiloha'i a me Kāne'āpua.

Ma'ikohā is from Hilo from the 'ahupua'a of Waiākea. Konikonia is his father. Hina'aimalama is his mother. There were ten children in total. Ma'ikohā is the youngest. He had five sisters; Kaihuko'a, Kaihuanu, Kaihukoko, Kaihuku'una a me Kaihuopala'ai. He had four brothers; Kāne'aukai, Kānehuliko'a, Kānemiloha'i and Kāne'āpua.

<p>Definition: (in own words)</p>	<p>Use in a sentence :</p>
<p>Hawaiian Word:</p>	
<p>Examples(can be pictures)</p>	<p>English Word :</p>

Using the information from the reading above, fill in the blanks with the names of the children in order of birth. Start with generation (pae) one (father and mother). For the second generation start with the oldest and end with the youngest.



1. What does a square represent? _____
2. What does a circle represent? _____
3. What does a line connecting a square and circle represent? _____
4. Using the information from this packet, in the space below, draw one side of your family tree. Start with your mother and father. Remember: siblings go in birth order & a ruler will help!