### Culminating Activity

<table>
<thead>
<tr>
<th>Study of the Issue</th>
<th>探究学生对文化多元主义的了解和应用</th>
<th>参与多元文化研究和方法的了解</th>
<th>在研究和方法的基础上形成多元文化立场</th>
<th>了解我的社区的多元文化立场</th>
<th>通过多元文化研究和方法形成多元文化立场</th>
<th>我们将提出对多元文化立场的问题</th>
<th>通过我的社区的多元文化立场形成多元文化立场</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how the methods and approaches have affected a local community.</td>
<td>解释这些方法和方法如何影响了当地社区。</td>
<td>发展多元文化立场</td>
<td>参与多元文化研究和方法的了解</td>
<td>在研究和方法的基础上形成多元文化立场</td>
<td>了解我的社区的多元文化立场</td>
<td>通过多元文化研究和方法形成多元文化立场</td>
<td>我们将提出对多元文化立场的问题</td>
</tr>
<tr>
<td>Conduct an informal interview with a Hawaiian elder.</td>
<td>与夏威夷长者进行非正式访谈。</td>
<td>参与多元文化研究和方法的了解</td>
<td>在研究和方法的基础上形成多元文化立场</td>
<td>了解我的社区的多元文化立场</td>
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<td>通过我的社区的多元文化立场形成多元文化立场</td>
</tr>
<tr>
<td>Complete a concept map that outlines economic decision making.</td>
<td>完成一个概念图，概述经济决策制定。</td>
<td>参与多元文化研究和方法的了解</td>
<td>在研究和方法的基础上形成多元文化立场</td>
<td>了解我的社区的多元文化立场</td>
<td>通过多元文化研究和方法形成多元文化立场</td>
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<td>通过我的社区的多元文化立场形成多元文化立场</td>
</tr>
<tr>
<td>Students:</td>
<td>学生:</td>
<td>参与多元文化研究和方法的了解</td>
<td>在研究和方法的基础上形成多元文化立场</td>
<td>了解我的社区的多元文化立场</td>
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</tr>
</tbody>
</table>

### Key Concepts

- Economic decision making
- Political, social, cultural, and economic decision making
- Hawaiian decision-making processes
- Hawaiian decision-making strategies
- Hawaiian decision-making authority
- Hawaiian decision-making in the community

### Assessment

- Skills: Knowledge of cultural and economic decision-making processes
- Knowledge of cultural and economic decision-making strategies
- Understanding of Hawaiian decision-making authority
- Ability to formulate questions related to Hawaiian decision-making
- Ability to research and analyze Hawaiian decision-making

### Focus Questions and Activities

1. What can we learn from Hawaiian decision-making?
2. How do we formulate questions related to Hawaiian decision-making?
3. How can we research and analyze Hawaiian decision-making?

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**Grades 9 - 12**

**Unit 3: A Chance**
## Sample Rubric for Culminating Activity

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Kūlia (Exceeds Standard)</th>
<th>Mākaukau (Meets Standard)</th>
<th>'Ano Mākaukau (Almost at Standard)</th>
<th>Mākaukau 'Ole (Below Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies: Cultural Inquiry</strong></td>
<td>Position paper describes the issue clearly, examines it from multiple perspectives, and describes methods of obtaining information based on cultural anthropology.</td>
<td>Position paper describes the issue clearly, and examines it from perspectives and methods of a cultural anthropologist.</td>
<td>Position paper describes the issue clearly, but does not examine the issue from the perspectives and methods of a cultural anthropologist.</td>
<td>Position paper does not describe the issue clearly or examine the issue from the perspectives and methods of a cultural anthropologist.</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After analyzing data, develop a position paper on the issue.</strong></td>
<td>Writing shows good evidence of analyzing data and includes an in-depth explanation of how position was reached. Writing shows exceptional analytical thinking.</td>
<td>Writing shows good evidence of analyzing data and includes an in-depth explanation of how position was reached.</td>
<td>Writing shows little evidence of analyzing data to reach a position. More information is needed.</td>
<td>Writing shows no evidence of analyzing data to reach a position.</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

**I NOTICED:**
Learning from the Past

- What can we learn from Hawaiian legends to guide us in making decisions about issues related to fishing today?

Hawai‘i DOE Content Standard

Social Studies: Historical Empathy
- Students learn to judge the past on its own terms and use that knowledge to understand present-day issues, problems, and decision-making.

Grades 9 – 12 Performance Indicators

- Identify the historical period and relate it to a present-day issue.
- Describe the factors that influenced the people (of the historical period) in their decision-making.
- Evaluate decisions based on the political, social or economic conditions of the historical era.
- Identify the factors that influence decision-making on the present-day issues.

Key Concepts

- Hawaiian legends provide insights to early Hawaiian life including the political structure, values, cultural protocol and practices.
- Political, social, cultural and economic factors all influence decisions we make today about our fishing resources.

Activity at a Glance

Students analyze factors affecting decision-making in a legend about fishing and fishponds. They compare these factors with those affecting a present-day issue related to fishing in the Islands and participate in a demonstration about harvesting of fish.

Skills

reading, analysis, comparison, deduction

Assessment

Students:
- Complete concept maps that analyze factors affecting decision-making, comparing a Hawaiian legend to a current issue related to fishing.
- Compare the issues covered in the concept maps and evaluate decisions that people make based on the political, social or economic conditions of the era.

Time

2 class periods
Vocabulary

Kū'ula - stone image of the fish god which could attract fish
ko'a - fishing grounds or shrine
sustainable use - use of a resource in a way that does not compromise the ability of future
generations to meet their needs

Materials

Provided:
- student activity sheet
- student reading: Kū'ula: God of Fishermen
  (See Whose Kuleana Is It Anyway?, Unit 3, Gr. 6 - 8.)

Needed:
- a large clear bowl
- bag of peanuts or fish-shaped crackers
- news articles related to fishing (See Resources.)

Advance Preparation

During the week before conducting this activity, ask students to scan through the local
ewspaper each day and clip articles related to fishing. See Resources at the end of this
lesson for a list of local newspaper Websites. A number of these sites offer search functions
that allow users to research articles relevant to a topic. Make a copy of the student reading
and two copies of the student activity sheet for each student.

Background

The legend Kū'ula: God of Fishermen provides insights into early Hawaiian life. By
carefully reading the legend and using the concept map provided, students should discover
the important values and ideas that the story conveys as well as the political, social and
economic factors that were relevant at the time.

Important Values
- ‘imi’ike (seek knowledge)
- mālama (care for)
- hō‘ihi (respect)
- lokomaika‘i (good hearted; generous)
- kuleana (responsibility)

Important Ideas
- Fishponds and fishing were important in sustaining the life of the community.
- If the chief who controlled the fishpond did not take good care of his people, he could
  meet an untimely end.
- It was very important to be generous; to share the catch from the sea and conserve
  the produce from the fishpond.
- It was important to respect the gods of fishing and make an offering of the first fish
  caught to the ko'a (fishing shrine).
Political Factors
The ali`i has full power. There is no trial or assumption that one is innocent until proven guilty.

Social Factors
Religion is important; many ko`a (fishing shrines) are built and people make offerings and pray to Kū`ula. People cooperate and share with one another and show loyalty to Kū`ula, acknowledging his generosity.

Economic Factors
There is a subsistence economy where people catch fish and grow food for their survival. People exchange and share resources; there is no money involved in transactions and no ownership of land. Sustainable fishing (harvesting only what is needed) is a way of life.

In contrast to the legend, fishing issues in the Islands today also revolve around competition for fish and scarcity of resources, but rather than a hungry eel, the "culprits" are a variety of human activities including over-fishing, pollution, and destruction of fish breeding and nursery grounds. The political, social and economic factors have changed considerably as well. Regulatory agencies such as the Hawai`i Division of Aquatic Resources and the Western Pacific Regional Fisheries Council are charged with monitoring fishing resources and enforcing fishing regulations. And even though the economic system has changed from subsistence to a market economy, there are still issues related to balancing the needs of subsistence fishers with those who fish commercially. Balancing those needs is becoming increasingly difficult with the decline in local fisheries.

An example of the decline in the local fisheries is summarized in Figure 1 showing the commercial landings of the `ama`ama (striped mullet) since 1948. The `ama`ama is one of the prominent fish species in Hawaiian fishponds and fishing lore. The mullet fishery has been managed since ancient times by placing a kapu (taboo) on their collection during the months they spawn (December through February). That kapu is still in place today. Despite the regulations, over-fishing and the destruction of the nursery habitat have severely impacted the commercial landings of `ama`ama and other nearshore fisheries.

![Figure 1](image)

Source: Division of Aquatic Resources, 1999. Department of Land and Natural Resources, State of Hawai`i:
<dlnr_aquatics@exec.state.hi> (March 14, 2003). http://www.state.hi.us/dlnr/dar/fish_state.htm
Teaching Suggestions

1. Read the legend *Kū'ula: God of Fishermen* or select a different legend from the Resources listed at the end of this activity.

2. As students read the legend, have them locate key sites on a map of Maui. (If you have a copy of *Hawaiian Fishing Legends*, refer to the map of the sites provided in the back of the book.)

3. Distribute the student activity sheets and ask students to create a concept map for the legend they have just read.

4. Discuss the key elements that students have identified on their concept maps.

Discussion Questions

- What did you learn about fishing and fishponds in this legend?
- Which people, places and events did you identify as significant? Why?
- What are the most important values conveyed in this legend?
- Why do you think an eel was portrayed as the one who stole the fish?
- Which political, social or economic factors did you identify as being important? Why?
- Does your family practice traditions related to fishing? If so, what are they?
- How do these practices maintain the culture of fishing?

5. Ask students to describe what they believe to be a significant issue related to fishing today. Discuss the decline in the local fisheries and introduce a demonstration about harvesting fish.

*Fish Harvest Demonstration*

- Place a large clear bowl in a central area of the classroom and identify it as the community’s local fishing grounds. Fill the bowl with 16 “fish” (peanuts or fish-shaped crackers).

- Divide the class into four teams and explain the harvesting rules. (Don’t emphasize conservation with the teams, let them work on maximizing points if that is their goal. Conservation will become crucial if the fishing area is overfished.)
  - There will be four harvesting periods, each lasting 30 seconds.
  - During the harvest, all teams harvest at once (catching all of the fish, some of the fish, or none.)
  - For every three fish that a team harvests, the team receives 1/4 point.
  - For every three fish remaining in the ocean after each harvest, one fish will be added, up to a total of 16 fish in the fishing grounds.

- After each harvesting period, add up team points and restock the ocean, if adequate numbers of fish remain. After the fourth harvest, discuss what happened in the demonstration.

Discussion Questions

- Was the fishing area overfished?
- What was the best strategy for harvesting from this resource? *(If each team harvests two fish at each trial, the teams each earn two points by the end of the four trials and the fishing area retains a population of 16 fish when the harvest is over.)*
- What does sustainable use of a resource mean? *(Using the resource in a way that does not compromise the ability of future generations to meet their needs.)*

6. Have students select one of the news articles from those that students have collected and analyze a fishing issue that affects people on their island today. Ask them to complete a concept map for the issue and then complete the assessment activity.

7. How did students evaluate the decisions that people made based on the political, social or economic conditions of the different eras? If decisions have not been made on the current issue they are analyzing, how might these factors affect decisions? Discuss their ideas.

Adaptations/Extensions

- Create a large map featuring the areas described in the legend. Have students create drawings and notes from their concept maps to stick onto the map and post it in the classroom.

- Conduct a field trip to visit the sites featured in the legend. At each site, point out important physical features or landforms and have students close their eyes and visualize while someone retells the part of the story relevant to the site. Ask a kupuna about oli (chants) associated with the area and have students learn one. Allow time for students to find a quiet place to write a reflection in a journal before returning to the bus.

Resources


## Hawai‘i Newspaper Websites

### Daily

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
</table>

### Business

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
</table>

### Non-daily

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maunaloa</td>
<td>Dispatch</td>
<td><a href="http://www.aloha.net/~mkkdisp/">http://www.aloha.net/~mkkdisp/</a></td>
</tr>
</tbody>
</table>

### Alternative

<table>
<thead>
<tr>
<th>Location</th>
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<th>Website</th>
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</table>

### Campus

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young</td>
<td>Ke Alakai</td>
<td><a href="http://www.byuh.edu/kealakai/">http://www.byuh.edu/kealakai/</a></td>
</tr>
<tr>
<td>U.H. Mānoa</td>
<td>Ka Leo O Hawai‘i</td>
<td><a href="http://www.kaleo.org/">http://www.kaleo.org/</a></td>
</tr>
</tbody>
</table>

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Unit 3  Page 84  Project Kāhea Loko • ©2003 Pacific American Foundation
Huli Kanaka

- What issues (past or present) have affected fishponds in my community? How could the perspectives and methods of a cultural anthropologist be applied to the study of an issue related to fishponds?

Hawai‘i DOE Content Standard

Social Studies: Cultural Inquiry:
- Students use the tools and methodology of social scientists to explain and interpret ideas and events.

Grade 9 - 12 Performance Indicators

- Consider and describe a social or cultural issue (past or present).
- Examine the issue from the perspectives and methods of a cultural anthropologist.
- After analyzing data, develop a position paper on the issue. (culminating activity)

Key Concept

Developing informed positions on an issue related to fishponds requires research and thoughtful consideration of multiple perspectives.

Prerequisites

Fishpond Fall, Unit 3, Grades 6 – 8; Learning from the Past

Activity at a Glance

Students employ the methods of a cultural anthropologist to collect information about an issue that has affected a local fishpond.

Time

3 class periods

Skills

reasoning, analysis, writing, communicating

Assessment

Students:
- Summarize data collected on an issue that has affected a local fishpond.
- Explain how the methods and perspective of a cultural anthropologist are applied to their study of the issue.
Vocabulary

huli kanaka – profound studies of any kind, moral philosophy, science; anthropologist
ethnocentric – having race as a central interest; assuming one’s group to be superior
cultural anthropologist – someone who studies human social and cultural systems,
particularly customs, values and beliefs of a culture
hihimanu – stingray
olonā – a native plant that Hawaiians used to make very strong fibers for lashing
materials together

Materials

Provided:
• The story of Lupe Kia‘i Nui

Needed:
• Resources listed at the end of this activity

Advance Preparation

Make enough copies of the moʻolelo Lupe Kiaʻi Nui for each student. Work with the school
librarian to collect some of the materials listed in the Resources at the end of this activity.

Background

Cultural anthropologists study human social and cultural systems, particularly
customs, values and beliefs of a culture. They may compare different societies and cultures
(past or present) or study their own culture to learn more about family and group
relationships. The perspective of the cultural anthropologist is well-rounded and cross-
cultural to reduce a human tendency to be ethnocentric. The cultural anthropologist is
trained to gather knowledge of a people’s history, to demonstrate empathy for different
groups, and to appreciate indigenous solutions or strategies.

Cultural anthropologists use various methods to study cultural systems including
interviewing, gathering records, and conducting field studies, some of which involve living
with a different culture. Cultural anthropologists work to acquire good interviewing skills
such as the ability to listen, to pay attention to details, and to allow the person being
interviewed to determine what the important questions are.

Teaching Suggestions

1. Have students read the moʻolelo Lupe Kia‘i Nui. Identify the issue surrounding the
fishpond. How was the issue resolved?

2. Remind students that legends were a form of oral communication for early Hawaiians.
Moʻolelo provided insights to the culture and traditions of the ancient kūpuna
(ancestors). Through legends, early Hawaiians were able to instill values in the
younger generation and to resolve issues – as in the moʻolelo Lupe Kia‘i Nui.

3. Write the following question on the board:
What issues (past or present) affect the fishpond in my community?

4. If students are unfamiliar with any current issues, review the prerequisite activity, Fishpond Fall, which introduces issues that have affected fishponds in the past. Have the class as a whole agree on an issue to study or ask individual students to select an issue to pursue.

5. Introduce the role of cultural anthropologists. Discuss the perspective of cultural anthropologists and the methods that they use to study cultures. Introduce the idea of ethnocentrism and discuss ways that students can develop empathy for different groups.

6. Challenge students to assume the role of a cultural anthropologist as they research an issue related to a local fishpond. Ask them to collect information in the community, conduct library research and analyze the information they have collected. They may want to use the concept map introduced in the activity Learning from the Past to help them organize their ideas.

7. Have students complete the assessment activity, summarizing the data they have collected and explaining how the methods and perspective of a cultural anthropologist were applied to their study of the issue.

8. Ask students to take a position on the issue and write a paper that describes the issue and supports their position. (See culminating activity in Unit at a Glance.)

Adaptations/Extensions

- Have students conduct research to learn more about careers in cultural anthropology. See: Kiwi Careers. Anthropologist. (Copyright © 1998 - 2002, Career Services.) http://www.careers.co.nz/jobs/13b_soc/26321a.htm. The site has personal information from anthropologists relating what they do in their careers and the type of education they pursued.

- Invite community members to come to the school and share their perspectives about the issue with students.
Island Fishpond References

General


Kaua‘i


O‘ahu


Kawarahada, Dennis. 1999. Stories of O‘ahu. (Copyright © 1999, 2000 Kapi‘olani Community College) <dennisk@hawaii.edu> or <kccweb@hawaii.edu> http://apdl.kcc.hawaii.edu/~oahu/stories/


Moloka‘i

Coastlines. Spring 1998. (Vol. 8 No. 2). Historic Fishponds of Moloka‘i, Hawai‘i. (United States Environmental Protection Agency) <public-access@epa.gov> http://www.epa.gov/owow/estuaries/coastlines/spring98/fishpond.html


Maui

Fishpond ‘Ohana Restoration – Maui (ForMaui). 2001. Ko‘ie‘ie Loko I‘a, Historical Royal Fishpond of South Maui. (Copyright © 2001 Cathi Ltd) <info@ForMaui.org> http://www.formaui.org/3wave2-1

Hui ‘Āina o Hana. 1995. Revitalizing Hana’s Fishponds. <huiaina@aloha.net> http://www.hookele.com/huiaina/loko.html


Hawai‘i


The konohiki of He‘eia Fishpond asked the help of the stingrays that lived at Kekepa island near Mōkapu to watch over his pond. He paddled his canoe to the island and prayed to the god of the hihimanu (stingrays) to help him protect the fish in his pond.

“Oh hihimanu akua, I need you to help save my crop of ‘ama‘ama (mullet). The kākū (barracuda) and ‘aihue loko (pond robbers) are stealing all my fish. I will do anything to get your help.”

The hihimanu akua replied, “I want you to promise me that your fishpond will always be a fishpond and will be a fishpond for your children and for their children and for their children forever.”

“Ae, ‘ae,” the konohiki answered. The super-watching stingray Lupe Kia‘i Nui then pulled the konohiki in the canoe back to the pond by flying in the sky like a kite. The kite string made of olonā was over a mile long.

Lupe Kia‘i Nui then made his home near the mākāhā. From this spot, he could watch the fishpond walls and all that happened inside the pond. He could swiftly fly to any spot when he sensed a predator or intruder. If there were many intruders or predators, he would call to his friends at Kekepa for help. Lupe Kia‘i Nui would kill and eat the predators such as the kākū. If human pond robbers were seen, he would slash them to death with his tail.

To this day, He‘eia Fishpond is still a fishpond, so the konohiki kept his word. At times during the year, the waters of the pond will sparkle and glow in the night as it is whipped and lashed by the legendary hihimanu chasing the kākū.