



Ahupua'a

Lesson Plan for Grades 6-8

Focus Question

How is an ahupua'a dependent upon the water cycle?

Lesson at a Glance

Students create a model of their ahupua'a showing the water cycle throughout using their choice of media

Key Concepts

- Ahupua'a
- Water Cycle
- Watershed
- Water Table

Objectives

Students will choose an ahupua'a on their island and demonstrate the process of the water cycle in this area.

Standards/Subject Areas

- Social Studies (human systems, environment and society)
- Science (interdependence, conservation in the 6th grade, change of matter)

Time

One week or three 90-minute class sessions

Materials

- *Maoli Nō* DVD
- DVD player
- 'Ōhi'a Project Grades 7 & 8
- Resource books - including information on the water cycle and ahupua'a, maps of the Island (esp. one divided into ahupua'a precipitation)
- Computers, Internet
- Media materials such as poster materials, Power Point, etc.

Teacher Background

- Refer to 'Ōhi'a Project Grades 7&8, pp. 51-54; 167-170 (on water cycle)
- Students have had a lesson on the water cycle already.
- *Ahupua'a*: an island was divided into land divisions called *ahupua'a*. Such a division frequently consisted of a valley with the sea forming the makai boundary and the ridge of the mountain range at the head of the valley being the mauka limit. The crests of the ridges forming the sides of the valley completed the boundaries of the particular *ahupua'a*. The king appointed a chief to govern an *ahupua'a* who in turn named konohiki, or headmen, who were in charge of divisions within the *ahupua'a*. Under the headmen were the luna, or bosses, who were in charge of the farmers, or maka'āinana.

Procedure

1. Review the ahupua'a concept.
2. Introduce *Maoli Nō* DVD. Instruct students that they are about to view the DVD and that they are to write down 3 specific things that stand out to them, plus 1 Hawaiian word they know and 1 they don't.
3. Show Interlude #2 – *The Ahupua'a* from the *Maoli Nō* DVD (also 'Ōpae Ē song, if time allows).

“Ancient Hawaiian life was based around the ahupua'a system of land management, which evolved to protect the upland water resources that sustained human life. A typical ahupua'a, or land division, was wedge-shaped and extended from the mountains to the sea. As water flowed from the upland forest, down through the ahupua'a, it passed from the wao akua, the realm of the gods, to the wao kanaka, the realm of humans, where it sustained agriculture, aquaculture, and other human uses. Water was a gift from the gods, and all Hawaiians took an active part in its use and conservation.”

4. When done, initiate class discussion about what they noted.
5. Have students find definitions to Hawaiian words they did not know.
6. Break students into groups of two or three. Students groups will build or create a model in the media of their choice (poster, powerpoint, 3D) of an existing ahupua'a in their island using information from different resources (maps, books, Internet, etc). The model should demonstrate how the water cycle works in the ahupua'a.
7. Groups will present their work to the class.

Extended Activities

If the environment had been altered in any way, how will it affect your ahupua'a?
If your ahupua'a has no perennial stream, how would you obtain water/survive?