

Corals and Climate Change

Village Role Playing Exercise: Hawaiian Version

Overview:

Students play the role of villagers in traditional Pacific Island culture, working together to create a plan to efficiently and sustainably procure provisions from the environment.

Grade level:

7th – 12th

Materials:

- Poster paper (one for each group of 5-7 students) plus one more
- Colored pens or pencils
- Tape
- Images that can be taped onto poster sheets (fishponds, taro patches, walls, etc.)
- Name tags filled out with student roles

Time required:

35-45 min plus possibly more for reflection

Objectives

- Students will demonstrate cooperation by working together.
- Students will be able to describe some of the sources of food and building materials for the selected culture.
- Students will be able to compare and contrast the sustainability of ancient villages with our modern towns that use imported food and building materials.
- Students will demonstrate respect for the social structure in traditional villages.
- Students will be able to compare and contrast the social structure of traditional villages and towns today.

National Science Education Standards

9-12 Standard F: Science in Personal and Social Perspectives

- Natural Resources
- Science and Technology in Local, National, and Global Challenges

Exercise Summary

In traditional Pacific cultures, villages or family groups provided all the things its people required for survival. Traditional cultures also had rules and social roles that facilitated the correct use of resources and encouraged sustainable practices to ensure future availability of plants and animals for harvest. In this exercise, students are assigned roles in a traditional culture and work with their peers to provide food, water, and shelter for everyone in the village. Below is the Hawaiian version of the exercise, which incorporates Hawaiian traditions and vocabulary.

In Hawaii the land was traditionally divided into districts and ahupua'a. Each ahupua'a had most of the necessary resources for survival. The rules and social roles were regulated by the Kapu system.

Procedure

1. Before class, draw one island district on a large sheet of paper. Divide the district into several ahupua'a (land divisions) one for each group of students. Also draw the outline of each group's ahupua'a on a separate sheet of paper. Draw in features such as mountains, rivers and the ocean. Leave space on the side for the group to list what they need to survive in their ahupua'a. Leave space on the bottom to name their ahupua'a.
2. To begin the activity, review the concept of Hawaiian land divisions and ahupua'a. There are many resources available to introduce traditional Hawaiian culture and the ahupua'a system, including a poster and book published by the Kamehameha School Press. If you have access to traditional-style fishing or farming instruments these would be great examples to show the students.
3. Divide class into groups of 5 to 7 students. Assign each student in the group a role. You can randomly assign roles or selectively choose what role to give to each student. For each group there will be one Ali'i, one Kahuna, one Konoehiki, and everyone else will be the Maka'ainana. There will be one Mō'i for



National Park Service
www.nps.gov/index.htm



Pacific Island Network Inventory & Monitoring Program
National Park Service
www.science.nature.nps.gov/im/units/pacn/



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the entire game.

4. Review the objectives of the game: Each group will name their ahupua'a, list the resources they need to survive and draw the resources on the ahupua'a. Each group will have to discuss what they need, list the items, and then draw the items onto the picture. Groups need to consider where they will get resources to build their houses, cook food and make clothes. They also need to include food sources such as growing or collecting plants, raising animals, catching ocean animals.
5. Review the social rules with the students.
 - Mō'i can only communicate with Ali'i. The Mō'i has the ultimate power and can go to all the groups and change things as he/she pleases, including sacrificing participants to appease the war god Ku. Keep in mind that if he/she kills people there may not be enough labor to run the ahupua'a.
 - Ali'i can talk to Kahuna. The Ali'i has the final say on what happens for that ahupua'a.
 - Kahuna can talk to Ali'i and Konohiki. The Kahuna will write on the paper and draw the parts of the ahupua'a.
 - Konohiki can talk to Kahuna and Maka'ainana. The Konohiki will pass the ideas from the Maka'ainana to the Kahuna who will draw it.
 - Maka'ainana can only talk to the Konohiki. Maka'ainana need to do what the Ali'i, Kahuna, and Konohiki tell them to do. Maka'ainana can leave the ahupua'a if they did not like their Ali'i. Historically the Mō'i or Ali'i could be killed if the others did not like them
6. Let each group work together for 20 minutes to design and draw their ahupua'a. Remind the Mō'i to visit with each group.
7. Gather all groups back together. The Ali'i in each group will show the picture and talk about what the group decided to put in their ahupua'a. Discuss if the ahupua'a includes everything necessary for the group to survive.
8. Lead a class discussion about the activity. Ask the students:
 - What happened?
 - How were decisions made?
 - Was the ahupua'a successful, was there food, water and shelter for everyone?
 - Was the Mō'i compassionate or mean-tempered?
 - What roles did you play and what was it like for you? Was it difficult to communicate?
 - If a group was not acting their roles correctly this can be discussed. In ancient times what would have happened if the Maka'ainana had told the Ali'i what to do?
9. Have the students write a reflection about their experience. Here are some ideas:
 - What would it feel like to be a chief or a commoner in ancient Hawaii and how would you have been treated?
 - How is the traditional Hawaiian class structure similar to or different from today's society? Are the roles and responsibilities similar or different?
 - How did traditional Hawaiians get all their resources? How did the people have to work together?
 - What would happen today if ships stopped bringing in food and we had to produce everything we eat, wear or use on the island? Do you have grandparents who still know how to farm or fish? Can you ask them to teach you?
 - How can we protect the cultural knowledge and archeological resources of Hawaii's past?

Additional Resources

- Kamehameha Schools Ahupua'a Resource: <http://kms.kapalama.ksbe.edu/projects/ahupuaa/ahupuaa/>
- Book on Hawaiian social roles and village life: Kane, Herb Kawainui. Ancient Hawaii. Captain Cook: The Kawainui Press, 1997. Print.

Village Role Playing Exercise: Glossary of Hawaiian Terms

- Ahupua'a: Ancient land divisions that usually encompassed an area from the mountains to the sea on an island to divide up resources evenly.
- Heiau: Place of worship
- Kapu system: Ancient social system in Hawai'i that consolidated the power of the ruling class. It was based on the prohibition of certain activities and worship of the gods of nature.
- Ku: The god of war
- Hale: House
- Imu: underground pit where food was cooked
- Kapa: cloth made of wauke plant fiber

Traditional Hawaiian Social Roles

- Mō'i: Supreme ruler of the islands
- Ali'i: High chief
- Kahuna: Spiritual advisor, priest, expert in any profession
- Konohiki: Middle manager, supervised fishpond building, controlled land or fishing rights
- Maka'ainana: Farmers, fishermen; 'common' folk.

Typical Food, Shelter and Medicine Sources in an Ahupua'a

- Kalo/Taro. Roots and leaves are cooked for food.
- 'Uala: Sweet potatoes. Roots and leaves are cooked for food.
- Ulu: Breadfruit trees. Fruit cooked for food.
- Mai'a: Banana. Fruit is cooked for food. Trunks used in imu to stem food.
- Niu: Coconut. Fruit is eaten, leaves are woven into baskets or house roofing, husk is made into cord.
- Hala: Pandanus tree. Leaves are woven into mats.
- Wauke: Paper Mulberry. Inner bark is used to make fabric for clothing and blankets.
- 'Ōlena: Inner bark is used to make cord.
- Pili: Grass used to thatch houses.
- Ki/Ti. Leaves are used to wrap food for cooking, also used for medicine.
- Kukui: Oil burnt for light, cooked and used for food, also used for medicine.
- Koa: Tree used to make canoe hulls.
- Māmaki: Leaves used for medicine.
- I'a: Fish. Caught by net or line from shore or in a canoe. May be caught in fish traps or raised in fish ponds.
- 'Opihi: Limpet. Collected from rocks along the shoreline.
- He'e: Octopus. Caught for food.
- Pua'a: Pig. Raised for food.
- Moa: Chicken. Raised for food.
- 'Īlio: Dog. Raised for food.