Ahupua'a and Place Names
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Grade Level: 6–8
Project Time Span: 70 minutes (or 2 periods if Place Name Assignment is shared)

Goal of the Lesson:
• To demonstrate an understanding of the way environmental resources and cultural practices interact, enabling pre-contact Hawaiians to sustain a growing population

Driving Question: How did Hawaiian society develop and pass on the knowledge needed to sustain food supplies and conserve resources?

Student Learning Objectives (Benchmarks):
This lesson addresses Grade 6–8 benchmarks for HCPS Science Standards: 2.3 Mālama I Ka ‘Āina: Sustainability. Students make decisions needed to sustain life on Earth now and for future generations by considering the limited resources and fragile environmental conditions.
• Give scientific inferences regarding environmental and societal issues stemming from agriculture and manufacturing technology.
• Explain how methods for obtaining and using resources such as water, minerals and fossil fuel have consequences on the environment.

Resources and Materials:
Resources
• Videotape “Ahupua’a, Fishponds, Lo‘i” (available from Na Maka o ka ‘Āina, P.O.Box 29 Naalehu, HI 96772, Tel: (808) 929-9659, Fax: (808) 929-9679 http://www.namaka.com).
• Information on native plant `āiea: http://www2.hawaii.edu/~eherring/hawnprop/not-lati.htm

Materials
• Chart paper and colored markers
• Appendix 1: Teaching and Learning Hawaiian Style (reading)
• Appendix 2: Ahupua’a Map of O‘ahu (handout)
Appendix 3: Place Name Assignment (handout)

Instructional Procedures:

Small groups, lecture, discussion, video, homework, presentations.

- Focusing Activity: Local knowledge (15 min): Have students form small groups based on familiarity with an area (e.g., attending same elementary school). Ask each group to list five resources and three warnings/cautions about the area if they had to live there for a week. Groups share lists.

- Read quotes from "Teaching and Learning Hawaiian Style" (Appendix 1) and discuss.

- Hand out maps of the ahupua`a of O`ahu (e.g., Appendix 2). Introduce ahupua`a (5 min).

- Give an example of place names from your local ahupua`a. For example (for schools in `Aiea), explain `Aiea means three things:
  - the land section west of Honolulu as we know it now;
  - the land unit ahupua`a; and
  - an endemic tree, genus Nothocestrum from S. America in the family of tomatoes, potatoes and eggplant.

- Group Activity (30 min):
  - Using chart paper and colored markers, small groups sketch an ahupua`a and label natural resources, uses of resources and areas producing food.
  - Write a paragraph: How did Hawaiians increase their food supplies and conserve resources?
  - Groups share/discuss ahupua`a charts and paragraphs.

- Video clip on Ahupua`a (10 min) followed by review of main points on transfer and conservation of knowledge (5 min). Ask questions such as:
  - Why was teaching done in this way?
  - What kinds of knowledge were important to save?
  - Why are elders much more respected in non-print cultures than in modern, western society? Think about drought, famine, tsunami and 100-year storms that our city planners have to consider.
  - What are ways of transmitting knowledge besides talking, reading and writing?
  - To preserve really deep, local knowledge in old Hawai`i, how would marriage be arranged?

- Homework: Place Name Assignment (Appendix 3)

Assessment:

- Discussion, charts, paragraphs
- Homework demonstrating that students recognize the importance of: deep local knowledge maintained through marriage in ahupua`a, memorization, chants, paying attention; sustaining cultural values and practices through fish ponds, `lo`i, kapu system, management of water (waiwai = wealth).

- Place Name Assignment (Appendix 3)

Notes:

Place Name Assignment also addresses Grade 6–8 benchmarks for HCPS Social Studies Standards:
• Geography–Human Systems: Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality and urbanization affect places.
• History–Historical Inquiry: Frame and answer questions through historical research.
Appendix 1: Teaching and Learning Hawaiian Style
(quoted from a Hawaiian language teacher)

Hawaiian Proverb:

I ka nana no a `ike. I ka ho`olohe no a maopopo. I ka hana no a `ike.

English Translation:

"The learning of the child: observe, listen, keep the mouth shut, imitate. By observing, one learns; in listening, one commits to memory; by practice, one masters the skill."

This is a proverb that many Hawaiian families follow even today when teaching their children.

"I remember my parents, grandparents and even aunties and uncles telling my brothers, sisters and myself these things and I remember how learning was made easier if you listen, for if you began to wander or daydream you would be whacked on the knee. The whacking of the knee was based on word meaning. Deafness is kuli. The knee is also kuli. So when the old folks (teachers) get exasperated and whack you on the knee, it means you are acting like a deaf person. You are not listening."
Appendix 2: Ahupua`a Map of O`ahu

THE MAP — This map is a reconstruction of the major land divisions of O`ahu prior to the Māhele of 1848. The island was divided into 86 ahupua`a which were contained in six districts called maka or ka`ua. These are said to be the same divisions established by Māilikai in around 1500 AD. Boundaries have been documented in post-Māhele surveys.

NUMBERED AHUPUA`A — The numbers 1 and 2 indicate pairs of ahupua`a with the same name (``O`ahu 1, O`ahu 2) where differentiating names have been lost. Of the six pairs of ahupua`a on O`ahu, only Li`iemalo`e and Li`iewai have retained their complete names. These ahupua`a pairs may have resulted from the division of single ahupua`a, or may date from the time of Māilikai.

ESTIMATED BOUNDARIES — Prior to the Māhele and during the process of dividing the land for private ownership, two kinds of events resulted in the loss of certain boundaries. The affected boundaries, listed below, are estimated on this map.

By the time of the Māhele, certain ahupua`a were considered to be subunits of neighboring ahupua`a, so were never surveyed individually:
- Kāpahau, Puanui, Kākūkūlolo, and Lānahulu became sub-units of Kawailoa.
- Kīkāhu and `Aku`u were absorbed into Makalii`a 2.
- Nānākuli became part of the ahupua`a of Wai`anae.

When adjoining ahupua`a were acquired by a single party in the land division process, the boundaries dividing those ahupua`a were not documented. This occurred in the following ahupua`a:
- Li`iemalo`e and Li`iewai
- `Opuna 1 and `Opuna 2
- Ahupua`a between Punalau and Hanaka`oo
- Ahupua`a between Kamananui and Ka`ena
Appendix 3: Place Name Assignment

Name ___________________________ Period ______

Hawaiians gave names to all places, from large tracts of land to specific spots even as small as a stone. Each name carries with it a glimpse into the past and a connection to those who came before us. In order to understand the history of where you live, your task will be to do research about the land on which you and your family now live:

- Name the ahupua’a.
- Does the street have a Hawaiian name? If so, what is its meaning and the story about it?
- What was the use of the land before it became residential?

To find this information, you will need to search a number of sources. Ask around to find out about the area where you currently live. Talk with your parents, grandparents, relatives, friends, teachers and neighbors. The school and local libraries will have books on the place names of Hawai‘i. The Internet can also be used. If you have a special connection to a place in Hawai‘i other than where you currently live (e.g., if you were born in another location), you may prefer to do research about that place. Just check in to get the location approved.

You will need to present your information in the format shown below. You may earn extra credit points for this assignment if you are willing to make a short (2–4 minute) presentation to the class about your place name.

Your assignment must be typed or written in pen on one 8.5 X 11" sheet of paper and must include the following (25 points total):

1. Describe the area you researched (one sentence, 3 points)
2. Include a picture of the area (a drawing or photograph, 5 points)
3. Name the ahupua’a (2 points)
4. Include information on at least three of the six questions listed below (one paragraph per question, 5 points per paragraph.)
   a. How did the location get its name?
   b. What is the significance of the name?
   c. What is the legend associated with the place?
   d. What was the land used for before homes were built?
   e. If the place has a unique natural feature, how was it created?
   f. Other significant story associated with the place.

Your final products will be posted in the classroom for others to read so do a job you will be proud of.