

TEACHER'S MANUAL

A History *of the* Hawaiian Kingdom

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SAMPLE

CURRICULUM RESEARCH
& DEVELOPMENT GROUP
UNIVERSITY OF HAWAI'I AT MĀNOA

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A History *of the* **Hawaiian** **Kingdom**

Teacher's Manual

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Curriculum Design

This curriculum is organized both chronologically and by theme. There are three units, each covering a specific time period. Within each unit, there are four chapters. Each chapter addresses the recurring themes of Hawai‘i’s governmental, economic, social and land histories for the time period covered by that unit. Each chapter is further divided into sections.

The lessons in this teacher’s guide are designed to meet Hawai‘i Core Standards for Social Studies (HCSSS) for the History of the Hawaiian Kingdom course. The lessons and accompanying activities are suggestions teachers can use to support student learning and growth. Each lesson tries to address content and inquiry standards under the guise of a compelling question. Teachers are highly encouraged to create their own lessons using the content and text features of this curriculum and to incorporate other supplementary resources to enhance the student learning experience.

Teachers are to create their own rubrics when assessing student progress in this course of study. Rubrics and pre-populated quizzes, tests, or exams were intentionally excluded to provide the teacher with wider parameters from which to assess student performance. It is also duly noted that not all sections or chapters of this book may be taught, therefore, teachers should create assessments based on their own scope and sequence.

The answers provided in the answer keys for both the lessons and the review questions are suggested responses. Teachers should use their professional judgment to assess student learning and understanding of the content. Each chapter closes with a writing activity titled Your Viewpoint. A recurring theme for this activity throughout the book is that, while answers can be based in part on a student’s own experience or insights, they should be supported by facts.

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A Note on ‘Ōlelo Hawai‘i

You will find words in *‘Ōlelo Hawai‘i*, the Hawaiian language, placed in italics and highlighted in the vocabulary section of each chapter throughout this text. *‘Ōlelo Hawai‘i* is an official language of the state of Hawai‘i, and it is common these days to see and hear it in many places throughout the community. We wanted to contribute to this trend by using many of the Hawaiian terms found in this book to talk about the Hawaiian concepts they describe. We have highlighted the Hawaiian terms in this book to make them easier for you to notice and provided definitions to make them easier for you to learn. We know that some of these words will be familiar to many of you. But there are many others that will be new, and we want to encourage you to focus on these and begin to use them yourself to talk about the ideas you are learning in this course.

Ironically, it is the great expansion in the use of *‘Ōlelo Hawai‘i* in recent years that has led us to a point where we can assume that many of the words in *‘Ōlelo Hawai‘i* used in this book will be unfamiliar to most of our readers. We can probably be sure that everyone who may read this book will know what the words *aloha* and *mahalo* mean. We can be somewhat sure about words like *lū‘au*, *lei*, and *ali‘i*. But what about *he‘e nalu*, *kākā lā‘au*, *kālai‘āina*, and *kahu*, all words found in this book? We can be just as sure that these will be unfamiliar to many, if not most, of our readers, and we encourage readers to revisit the definitions of these words as they encounter them to get a fuller understanding of their meaning. We hope that our readers find this helpful and that they come away with a greater understanding of *‘Ōlelo Hawai‘i* after using this text.

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HCSSS Anchor Standards

This curriculum is designed to meet the content anchor standards and inquiry anchor standards for the Hawai‘i Department of Education’s History of the Hawaiian Kingdom course. To note: content anchor standards 7, 10, 13 and 14 do not have lessons as these standards are not specific to the History of the Hawaiian Kingdom course. An emphasis has been made to address most of the inquiry anchor standards throughout the curriculum, although within each inquiry anchor standard, not all sub standards are addressed.

| Civics Standards | | Lessons |
|--|---|----------|
| Anchor Standard 6 Civic and Political Institutions | SS.7HHK.1.6.3 Assess the changes initiated by Kamehameha I on Hawaiian society after unification | 1.2; 3.1 |
| Anchor Standard 7 Civic Virtues and Democratic Principles | | |
| Anchor Standard 8 Processes, Rules and Laws | SS.7HKK.3.11.3 Explain the processes, ideas, and people’s roles involved in the transition from absolute monarchy to constitutional monarchy | 5.1 |

| Economics Standards | | Lessons |
|---|--|-------------------------------|
| Anchor Standard 9 Economic Decision Making | SS.7HHK.2.9.3 Analyze how the sandalwood and whaling industries impacted Hawai‘i’s economy | 6.1 |
| Anchor Standard 10 Exchange and Markets | | |
| Anchor Standard 11 The National Economy | SS.7HKK.3.11.3 Evaluate the impact of changing land tenure on Hawaiians | 6.2; 8.1; 10.1; 10.2; 12.1 |
| Anchor Standard 12 The Global Economy | SS.7HKK.4.12.1 Evaluate the political and economic developments leading to the overthrow of the Hawaiian kingdom. | 9.1; 9.2a; 9R |

| Geography Standards | | Lessons |
|--|---|---------------|
| Anchor Standard 13 Geographic Representations: Spatial Views of the World | | |
| Anchor Standard 14 Human-Environment Interaction: Place, Regions, and Culture | SS.7HKK.2.14.4 Explain the social and environmental changes resulting from foreign influence | 4.1; 4.2; 7.2 |

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HCSSS Anchor Standards

| Geography Standards | | Lessons |
|--|---|-----------------|
| Anchor Standard 15 Human Population: Spatial Patterns and Movements | SS.7HKK.3.15.1 Analyze the causes and impacts of immigration of various ethnic groups for plantation labor | 7.3; 11.1; 11.2 |
| Anchor Standard 16 Global Interconnections: Changing Spatial Patterns | | |

| History Standards | | Lessons |
|---|---|---------------|
| Anchor Standard 17 Change, Continuity, and Context | SS.7HKK.1.17.1 Analyze the role of individuals, events, and ideas leading to the unification of the Hawaiian Kingdom | 1.1; 2.1 |
| | SS.7HKK.2.17.1 Assess the impact of the abolishment of the <i>kapu</i> system | 3.2 |
| | SS.7HKK.2.17.2 Assess the social and cultural changes resulting from missionary influence in Hawaiian society | 7.1 |
| Anchor Standard 18 Perspectives | SS.7HKK.1.18.2 Compare and contrast Hawaiian and Western perspectives on the arrival of James Cook in Hawai'i | 2.2 |
| | SS.7HKK.4.18.2 Compare and contrast perspectives of proponents and opponents of the 1893 overthrow of the Hawaiian Kingdom | 9.1; 9.2a; 9R |

| Inquiry Standards | | Lessons |
|--|---|---------------|
| Anchor Standard 1 Developing Questions and Planning Inquiries | SS.6-8.1.1 Create compelling questions representing key ideas of the disciplines | 1.1; 1.2; 4.2 |
| | SS.6-8.1.2 Explain how a question reflects an enduring issue in the field | |
| | SS.6-8.1.3 Create supporting questions that address key ideas identified in compelling questions | |
| | SS.6-8.1.4 Explain the relationship between compelling and supporting questions | |

HCSSS Anchor Standards

| Inquiry Standards | | Lessons |
|---|--|---|
| <p>Anchor Standard 2 Gathering and Evaluating Sources</p> | <p>SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context and content</p> <p>SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views</p> | <p>11.1; 12.1</p> <p>2.1; 2.2; 3.1; 3.2; 4.1; 6.1; 7.2; 7.3; 10.1; 11.2; 12.1</p> |
| <p>Anchor Standard 3 Creating Claims</p> | <p>SS.6-8.3.1 Develop claims and counterclaims while pointing out the strengths and limitations of both</p> <p>SS.6-8.3.2 Identify specific evidence that supports the claims and counterclaims</p> | <p>2.2; 10.1; 12R</p> <p>2.2; 10.1; 10.2; 12R</p> |
| <p>Anchor Standard 4 Communicating Conclusions</p> | <p>SS.6-8.4.1 Construct arguments and explanation using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments</p> <p>SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., internet, social media, digital documentary)</p> | <p>1R; 2R; 5.1; 5R; 6R; 9.2a; 9.2b; 10R</p> <p>5.1; 7.1; 9.2a; 9.2b</p> |
| <p>Anchor Standard 5 Taking Informed Action</p> | <p>SS.6-8.5.1 Identify local, regional and/or global problems or issues using interdisciplinary lenses</p> <p>SS.6-8.5.2 Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it</p> <p>SS.6-8.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns</p> <p>SS.6-8.5.4 Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation</p> | <p>3R; 4R; 7R; 8R; 11R</p> <p>3R; 4R; 8.1, 8R; 11R</p> <p>4R; 8R</p> <p>4R; 8.1; 8R</p> |

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CHAPTER 1



Hawai‘i’s Governmental and Political History Pre-contact to 1820

Lessons and Student Worksheets

Lesson 1.1 Making Predictions: Kamehameha and the *Naha*
Stone

Lesson 1.2 Retelling the Story: Law of the Splintered Paddle
and Answer Key

Chapter 1 Review Questions and Answer Key

Chapter 1 Review: Your Viewpoint

Chapter 1 Optional Chapter Activities

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Chapter 1: Lesson 1.1

Lens: Politics

Topic: Kamehameha’s rise

Theme: Unification of the Hawaiian Kingdom



Anchor Standard 1: Developing Questions and Planning Inquiries

SS.6-8.1.1

Create compelling questions representing key ideas of the discipline

Anchor Standard 17: Change, Continuity, and Context

SS.7HKK.1.17.1

Analyze the role of individuals, events, and ideas leading to the unification of the Hawaiian Kingdom



Compelling Question

What makes a leader successful?



Vocabulary

‘Ōlelo Hawai‘i

- *Naha* Stone: a large stone. The act of overturning this great stone by Kamehameha I signified his later rise as the unifier of the Hawaiian Kingdom.
- *naha*: a title that marks a specific line of high ranking chiefs



Materials

- Short story reading: “Kamehameha and the *Naha* Stone,” page 8 of the student text
- “Making Predictions: Kamehameha and the *Naha* Stone” worksheet



Overview

For this activity, students will make a prediction prior to reading the story based on what they glean from the title and the pictures on the page. This skill allows students to prepare their mindset for the story at hand and actively engages them in the text. After students read the story, they will compare what actually occurred in the story to their predictions and reflect on the activity.



Lesson Time

Approximately 20–25 minutes from beginning to end; allot time for students of varying skill levels to complete at different intervals.

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Lesson

Making Predictions

Teacher Directions

- A. Introduce the short story. “The Legend of the *Naha* Stone” is a popular one in Native Hawaiian folklore as it is often used to explain the kind of person King Kamehameha was that led to him unify the islands.
- B. Provide students with copies of the worksheet, “Making Predictions: Kamehameha and the *Naha* Stone.” Go over the directions and answer any questions students may have.
- C. Explain the assignment and provide students time to complete Part A.
- D. After completing Part A, instruct students to move on to Parts B and C at their own pace.
- E. If some students finish early, they can start on Part D, which is an extension assignment teachers can assign as homework.
- F. Optional class activity: When all students have completed Parts A, B, and C, teachers can have a small class discussion on the story and have students share the outcome of their assignment.

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Differentiated Instruction

*Teachers can have students complete this assignment with a partner to help support all levels of learners.

**Teachers can assign each part one at a time for students to complete. After completion of each part, teachers can go over student responses and hold a small discussion before assigning the next part.

***For students who have difficulty expressing their thoughts through text, teachers can allow students to retell the story using illustrations or drawings. Students can then explain their drawings orally to the teacher or the class.

KAMEHAMEHA AND THE NAHA STONE

The *Naha Stone*, which today can be seen in front of the Hilo Public Library, came originally from a site on Kauaʻi close to a great *heiau* near the mouth of the Wailua River. Many hundreds of years ago, it was brought to Hawaiʻi Island to a place very near where it sits today. It was the mark of the chiefly *naha* line and was used to identify who was a rightful heir to that line. As a young man, Kamehameha was recognized as a favorite of his uncle, the chief Kalaniōpuʻo, and was a worthy successor to him as high chief. But there was one other rival for this position, Kamehameha's *hoahānau* (cousin), Keaweokahikona. Kamehameha sailed from his home in Kohala to Hilo to see Keaweokahikona and to learn whether they could be allies. Upon his arrival, rumor had spread throughout Hilo that Kamehameha was going to move the Naha Stone. So, when he went to the site of the stone the day after his arrival, he was followed by the chiefs that had come with him from Kohala, the entire Hilo court of his aunt Ululani, and the commoners of Hilo. Keaweokahikona was also among the crowd. As Kamehameha approached the stone, the *kahuna wahine* Kalaniwahine spoke these words: You will move the *Naha Stone* on this day, and this will move the islands from Hawaiʻi to Kauaʻi. Then Kamehameha placed his hands on the stone, drew in his breath, and overturned the great stone, amazing the crowd of commoners and chiefs watching. Following this great feat, Keaweokahikona approached Kamehameha and pledged his spear as well as the spears of his band of warriors. Later, when Kamehameha attempted to conquer all the islands, this feat performed in Hilo led the common people to believe in him.



Today the Naha Stone is on display in front of the Hilo Public Library. (Photo above by Truc Nguyen, background photo courtesy of Todd M. Inouye, Ph.D.)



HISTORICAL STONES

HILO
PUBLIC LIBRARY

Name _____

Date _____

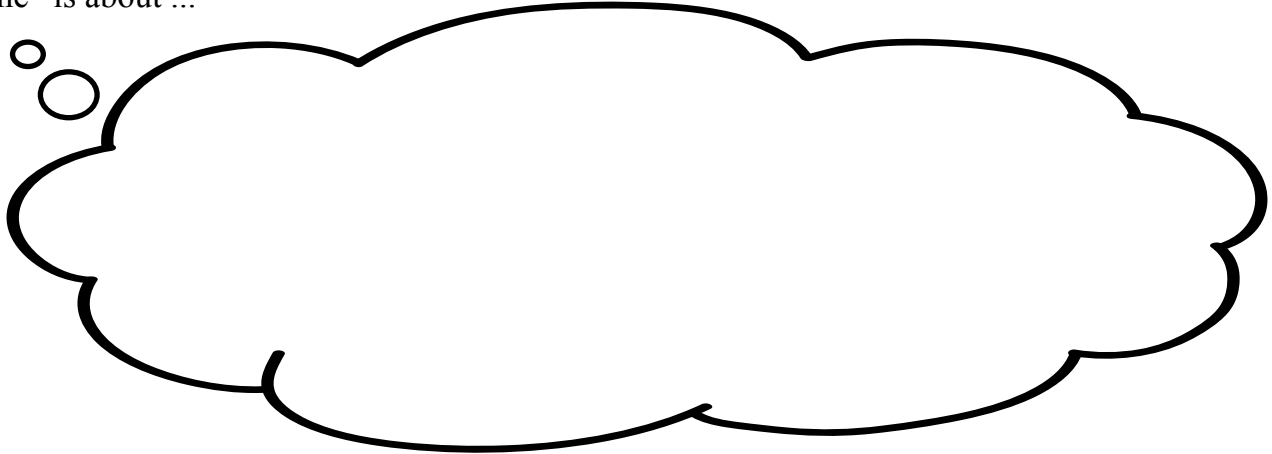
Making Predictions: Kamehameha and the *Naha* Stone

The word prediction means to take a guess about something that may happen in the future. Making predictions about what might happen in a story can help you organize your thoughts to better understand what you read. You can make predictions about a story before reading it by using clues like the title, pictures, captions, diagrams, or headings. Let's try it!

Part A

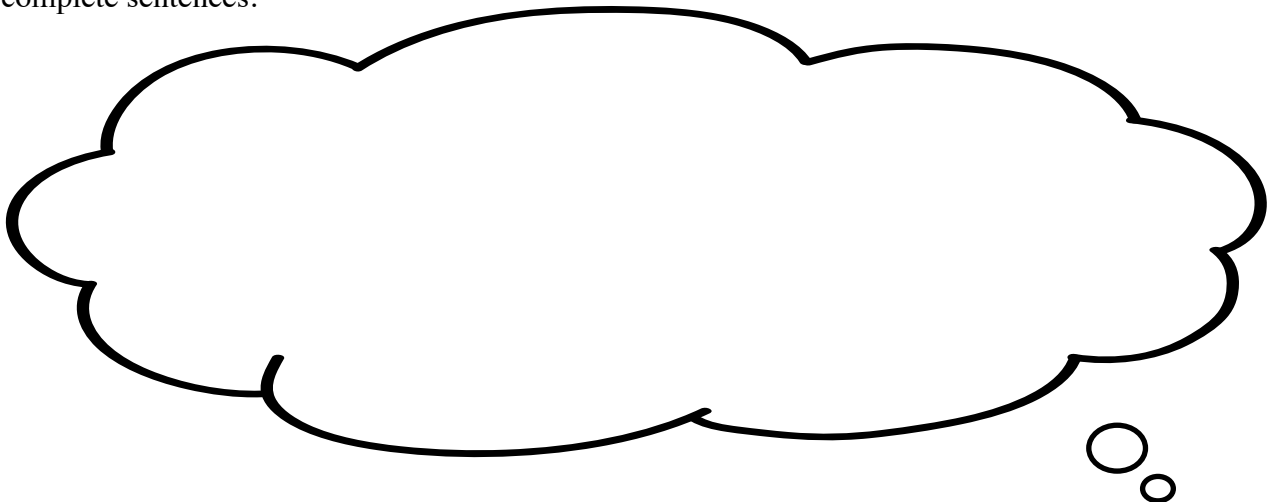
Directions: Let's make a prediction about the story, "Kamehameha and the *Naha* Stone" on page 8 of chapter one. Remember, don't read the story yet! Look at the pictures, title, captions, or other text clues to help you complete the statement below. Write your response in complete sentences.

I think the story "Kamehameha and the *Naha* Stone" is about ...



Part B

Now the fun part! Read the story at least two times so that you have a good understanding of what the story is about. Based on what you read, complete the statement below. Write your response in complete sentences.



Now I think the story of "Kamehameha and the *Naha* Stone" is about ...

Part C

Now let's review. Answer the questions below based on your responses to Part A and Part B.

1. Rewrite your prediction from Part A below.
2. What text features or clues from the story page did you use to make your prediction? Which of those features or clues was the most helpful to you in making a prediction about the story?
3. Rewrite your understanding of the story from Part B below.
4. Let's compare. Is your prediction about the story and your understanding of the story the same or different? Explain.
5. What did you learn about Kamehameha I from this story?
6. Why do you think this legend helped to support the belief that Kamehameha was destined to become great?

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Chapter 1: Lesson 1.2

Lens: Politics

Topic: Hawaiian Kingdom under Kamehameha I

Theme: Unification of the Hawaiian Kingdom

Anchor Standard 1: Developing Questions and Planning Inquiries

SS.6-8.1.1

Create compelling questions representing key ideas of the discipline

Anchor Standard 6: Civic and Political Institutions

SS.7HHK.1.6.3

Assess the changes initiated by Kamehameha I on Hawaiian society after unification

Compelling Question

Was the unification of the Hawaiian Islands beneficial to the Hawaiian people?

Vocabulary

English

- hindermost: farthest back, like the back of the body

‘Ōlelo Hawai‘i

- *heiau*: religious temple

Materials

- Short story reading: “Law of the Splintered Paddle,” page 14 of the student text
- “Retelling the Story: The Law of the Splintered Paddle” worksheet
- “Retelling the Story: The Law of the Splintered Paddle” answer key

Overview

For this activity, students will retell the story in their own words. This skill allows students to dissect a story’s parts (beginning, middle, and end) in order to comprehend the story’s purpose. Students will then synthesize their understanding of the story by retelling the story in their own words.

Lesson Time

Approximately 25–30 minutes from beginning to end; allot time for students of varying skill levels to complete at different intervals.

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Lesson

Retelling the Story: “The Law of the Splintered Paddle”

Teacher Directions

- A. Introduce the short story. “The Law of the Splintered Paddle” is a famous story told as an example of Kamehameha’s acumen as a leader. The story also exemplifies Kamehameha’s willingness to make change and go against tradition for the good of his people and the kingdom. These traits and others made Kamehameha a revered and respected king in Hawai‘i’s history.
- B. Students will read the short story, “Law of the Splintered Paddle” found on page 14 of the student text.
- C. Provide students with copies of the worksheet “Retelling the Story: The Law of the Splintered Paddle.” Go over the directions and answer any questions students may have.
- D. Explain the assignment and provide students time to complete Part A.
- E. After completing Part A, instruct students to move on to Parts B and C at their own pace.
- F. Optional class activity: When all students have completed Parts A, B, and C, teachers can have a small class discussion on the story and have students share their versions of the story with the class.



Differentiated Instruction

*Teachers can have students complete this assignment with a partner to help support all levels of learners.

**Teachers can assign each part one at a time for students to complete. After completion of each part, teachers can go over student responses and hold a small discussion before assigning the next part.

***For students who have difficulty expressing their thoughts through text, teachers can allow students to retell the story using illustrations or drawings. Students can then explain their drawings orally to the teacher or the class.

LAW OF THE SPLINTERED PADDLE



On one occasion when Ka-meha-meha I was building a heiau (temple) and needed human sacrifices, sometimes as many as ten persons were made victims; for the greater the number sacrificed the greater the power conferred upon the temple. (To secure fresh victims) he started along the coast in a canoe with his retainers. At one place they saw two fishermen walking on the shore. Bidding his retainers remain at a distance, Ka-meha-meha endeavored to capture the men. When they saw they were being pursued both fled. Just as Ka-meha-meha was about to grasp the hindermost [the person in the back], his foot caught in a fissure of lava and he fell. The man he was after instantly struck him over the head with his paddle so hard a blow that the paddle was splintered. “Why don’t you kill him?” said his companion. “Life is sacred to Kane,” replied the man, quoting the old saying “Ua kapu ke ola na Kane.”

Ka-meha-meha had regained consciousness after the blow and heard what the two men were saying. He knew the man could easily have killed him by running a fish-spear through his body and that neither of the two had recognized him as their chief. The chief was so impressed with the reverence for life shown by the two men that he put an end to human sacrifice and promulgated the famous “Law of the splintered paddle,”—the “Kānawai māmala-hoe”—which runs, Let the old men, the women and children sleep (in safety) by the wayside, “E hele ka elemakule, a me na luahine, a me na keiki, a moe i ke ala.”

This statue by Viliamu Toluta’u depicting the Law of the Splintered Paddle, or Māmalahoe, is located in front of the Abner Paki Hale, District Court of the First Circuit in Kāne’ohe. (Photo of Michael Rohrbacher)

“The Law of the Splintered Paddle” is from *Folktales of Hawai’i: He Mau Ka’ao Hawai’i* collected and translated by Mary Kawena Pukui and Laura C. S. Green. Used with permission from Bishop Museum Press.

Name _____

Date _____

Retelling the Story: The Law of the Splintered Paddle

Oftentimes retelling a story can help you organize your thoughts about what you have just read. In order to retell a story, you will need to know what happened in the beginning, the middle, and the end of the story. You will also need to know important details from the story to show your understanding of the text. Let's practice.

Part A: Read the Story

Read the story on page 14 of the student text entitled "The Law of the Splintered Paddle." Don't rush through the reading. Read through the story a second time. In the space provided below, use the prompts to jot down notes as you read. By taking notes, you are organizing your thoughts, which will make it easier to complete Part B.

Introduce the characters. List the name(s) of characters and why they are important in the story

Set the scene. Where and when does this story take place?

Explain the plot. What happened in the beginning? In the middle? At the end?

Identify significant details. What objects or events are significant in the story? Explain why it is significant.

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Part B: Retell the Story

Now the fun part! Look over your notes from Part A. Make any additional notes that may help you before starting Part B. In the space below, retell the story in your own words. Your goal is not to tell the story word for word. Remember that copying whole sentences, words, or phrases from a story or a source can be considered plagiarism. The best way to retell a story is to write it as if you are telling someone else what happened.

Part C: Review the Story

Now let's review. Answer the questions below based on your responses to Part A and Part B.

1. Why did Kamehameha I need human sacrifices to build a *heiau*?
2. What happened to Kamehameha after getting his foot stuck in the fissure of lava?
3. Why didn't the fisherman kill Kamehameha I after hitting him with the paddle?
4. Why did Kamehameha I put an end to human sacrifice after this encounter with the fishermen?

ANSWER KEY

Name _____

Date _____

Retelling the Story: The Law of the Splintered Paddle

Oftentimes retelling a story can help you organize your thoughts about what you have just read. In order to retell a story, you will need to know what happened in the beginning, the middle, and the end of the story. You will also need to know important details from the story to show your understanding of the text. Let's practice.

Part A: Read the Story

Read the story on page 14 of the student text entitled "The Law of the Splintered Paddle." Don't rush through the reading. Read through the story a second time. In the space provided below, use the prompts to jot down notes as you read. By taking notes, you are organizing your thoughts, which will make it easier to complete Part B.

Introduce the characters. List the name(s) of characters and why they are important in the story

Kamehameha I-he is the main character in the story.

Fisherman 1-he is a supporting character in the story

Fisherman 2-he is another supporting character in the story

Set the scene. Where and when does this story take place?

This story takes place in Hawai'i, specifically along a coastline or stretch of beach. This story takes place during the early reign of Kamehameha I when he made human sacrifices to the gods at the heiau.

Explain the plot. What happened in the beginning? In the middle? At the end?

The story starts off by explaining why Kamehameha I was in search of people to be used as human sacrifices. It moves forward with how when he pursued possible people to capture to use human sacrifices his foot got caught and he was hit over the head by the two men he pursued. In the end, because the two men did not kill him and spared his life, he learned the value of life and no longer sacrificed humans at the heiau.

Identify significant details. What objects or events are significant in the story? Explain why it is significant.

One significant item was the paddle used to hit Kamehameha I over the head with. It was such a strong blow that the paddle splintered. Kamehameha I would name his new law, "The Law of the Splintered Paddle" in remembrance of the significance of that event.

DRAFT

ANSWER KEY

Part B: Retell the Story

Now the fun part! Look over your notes from Part A. Make any additional notes that may help you before starting Part B. In the space below, retell the story in your own words. Your goal is not to tell the story word for word. Remember that copying whole sentences, words, or phrases from a story or a source can be considered plagiarism. The best way to retell a story is to write it as if you are telling someone else what happened.

DRAFT

Now let's review. Answer the questions below based on your responses to Part A and Part B.

1. Why did Kamehameha I need human sacrifices to build a *heiau*?

Kamehameha I needed human sacrifices whenever he was building a temple. It was believed that human sacrifices gave the temple great power, therefore the greater the number of sacrifices, the greater the power for the temple.

2. What happened to Kamehameha after getting his foot stuck in the fissure of lava?

Kamehameha I fell and was struck in the head with a paddle by one of the fishermen he was pursuing.

3. Why didn't the fisherman kill Kamehameha I after hitting him with the paddle?

The fishermen stated, "Life is sacred to Kane." This meant that it would be wrong to take a person's life as it is sacred or invaluable.

4. Why did Kamehameha I put an end to human sacrifice after this encounter with the fishermen?

Kamehameha I was so impressed with how the two men spared his life when they could've easily killed him, as they did not recognize him as their chief. He felt they honored the idea that all life is sacred and shouldn't be taken freely.

Chapter 1: Lesson Review

Lens: Politics

Topic: Unification of the Hawaiian Islands

Theme: Unification of the Hawaiian Kingdom



Anchor Standard 4: Communicating Conclusions

SS.6-8.4.1

Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments



Chapter 1 Review Questions and Answer Key

1. Who helped prepare Kamehameha to one day unify the Hawaiian Islands and become king of the Hawaiian Kingdom? How did they help him? Use examples from the reading to support your answer.

Many people helped to prepare Kamehameha to one day unify the islands and become king including his parents high chiefess Keku'iapoiwa and chief Keōukupuapaikalaninui and his guardian Nae'ole. However, his uncle Chief Kalani'ōpu'u and his personal trainer Kekūhaupi'o taught him the necessary skills and knowledge needed for him to become a skilled warrior and fervent leader. Students should use specific examples from the reading to support their answer.

2. Why is it important to learn about key historical figures?

Answers may vary. Accept all well thought out responses.

3. How did trade with foreigners help Kamehameha defeat his enemies?

Kamehameha understood that the goods that foreigners brought with them to Hawai'i could be found nowhere in Hawai'i nor could they be made using the resources available to the Native Hawaiians. Obtaining these kinds of goods and materials gave him a huge advantage over his enemies that did not have access to these goods and materials.

4. Why was the Battle of Nu'uaniu an important one?

The Battle of Nu'uaniu was a pivotal battle in Kamehameha's conquest of the islands. It was a hard-won victory as Chief Kalanikūpule and his warriors fought vigorously, but in the end were no match for Kamehameha's keen strategic warfare strategy and weaponry. After this battle, Kamehameha would try unsuccessfully for 15 years to take the island of Kaua'i by force. It wasn't until Chief Kaumuali'i of Kaua'i acknowledged Kamehameha as his superior that the islands were united under one rule.

5. Do you think Kamehameha I was a successful ruler? Explain your response using what you learned from the reading.

Answers may vary. Accept all well thought out responses.

6. Name one other country that had an absolute monarchy or a government ruled by monarchs at one point in their history.

This question is meant for students to use other resources available to research absolute monarchy in other countries. The purpose is for students to see what other countries had a similar ruling style to Hawai'i.

This question can be a catalyst for a possible compare and contrast research assignment between Hawai'i's absolute monarchy and an absolute monarchy of another country or other ideas teachers may deem viable.

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Chapter 1 Review: Your Viewpoint

From the time Kamehameha was born he was destined for greatness. Think about all of the things you learned about him from this chapter. What are two things you learned that supports his title as Kamehameha the Great. Use evidence from the readings to help support your answer.

Answers will vary. Accept all well thought out responses that are supported with evidence from the text.



Optional Chapter Activity

To learn more about Kamehameha and his life, students should read *The Rise of a King: Kamehameha* by David Kāwika Eyre. The book jacket provides the following description: “*Kamehameha: The Rise of the King* is a work of historical fiction based on Hawaiian resources and years of research. The stories shed new light on Kamehameha’s upbringing and his lifelong quest to unify the islands.”

The book delves deeper into Kamehameha’s life and provides students with vivid and historically accurate accounts of life in Hawai‘i at that time. Students will enjoy reading this young adult novel about one of Hawai‘i’s greatest historical icons.

Teachers can contact the Bishop Museum for education tours. They also have virtual tour opportunities on a wide range of topics that can be used as supplementary tools or lessons for the topics covered in this chapter as well as subsequent chapters in this textbook. <https://www.bishopmuseum.org/education/>

Teachers can contact the Hulihe‘e Palace for education tours. <https://daughtersofhawaii.org/hulihee-palace/>

Teachers can contact the Honolulu Museum of Art for education tours. They also have virtual tours and a lending collection that can be used as supplementary aids to support lessons and/or topics covered in this chapter as well as subsequent chapters in this textbook. <https://honolulumuseum.org/educators/>