

# **The Kumulipo:**

*Evolution, Nativity, and Nativism*

*Unit Essential Question:*

How is the Kumulipo related to evolution?

## *Unit Enduring Understandings:*

- Students will understand that the Kumulipo is a record of the **natural history** of Hawai'i.
- Students will understand that the **pilina** (relationship) between kānaka (people) and nature/land (‘āina) is **‘ohana** (family) and **kuleana** (responsibility).
- Students will understand that **mālama ‘āina** (proactively caring for the environment) is necessary to help **Native species** to thrive and **evolve**.
- Students will understand that **Hawaiians evolved** to thrive in Hawai'i.

# Lesson #1:

*Essential Question:*

## What is Kumulipo?

*In this lesson, students will learn about and discuss what the Kumulipo is and why it is important.*

*Enduring Understandings:*

- Students will understand that the Kumulipo exists as a cosmogony and cosmology that is both scientific and historical.
- Students will understand the cultural significance of Kumulipo
- Students will understand that the ‘āina (land) is a hiapo (elder sibling) to nā ‘ōiwi (Native Hawaiians)

# LISC

## *Learning Intention:*

- **ELA 6-8.RST.2:**
  - Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- **ELA 6-8.RST.4:**
  - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- **ELA 7.W.1:**
  - Write arguments to support claims with clear reasons and relevant evidence.
- **ELA 7.W.2:**
  - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## *Success Criteria:*

- Students can summarize their understanding of what Kumulipo is.
- Students can define relevant vocabulary related to what they learned about Kumulipo.
- Students can write and explain why the Kumulipo is important.

# LISC continued...

## *Learning Intention:*

- **NHMO (Educators:)**
  - Culturally healthy and responsive learning environments
- **NHMO (Students:)**
  - 1.1: Utilize a variety of learning materials and strategies that promote cultural traditions, language, history, and values. (i.e., Hawaiian language and studies curriculum materials)
  - 1.5: Nurture their spiritual essence. (i.e., pule, reflection, mahalo)
  - 1.8: Understand and appreciate the importance of Hawaiian cultural traditions, language, history, and values.

## *Success Criteria:*

- \* Same as prior list

# STANDARD ASSESSMENTS

## *Formative:*

- Spelling/Vocabulary tests
- Written reflections
- Sketching
- Comparative work

## *Summative:*

- Summary topic essay

# PACING

## Teaching Material:

- The [Kumulipo](#)

## Formative Assessment:

- 1 page journal entry (“What is Kumulipo and why is it important?”)

## Teaching Material:

- Kumulipo Venn Diagram
- Queen Lili‘uokalani’s “[Introduction](#)” to Kumulipo
- [Kumulipo](#) article

## Formative Assessment:

- [Venn Diagram](#) (Compare & Contrast Kumulipo material)

## Teaching Material:

- Kumulipo [terminology](#)
- Kumulipo terms ([‘Ōlelo Hawai‘i](#))

## Formative Assessment:

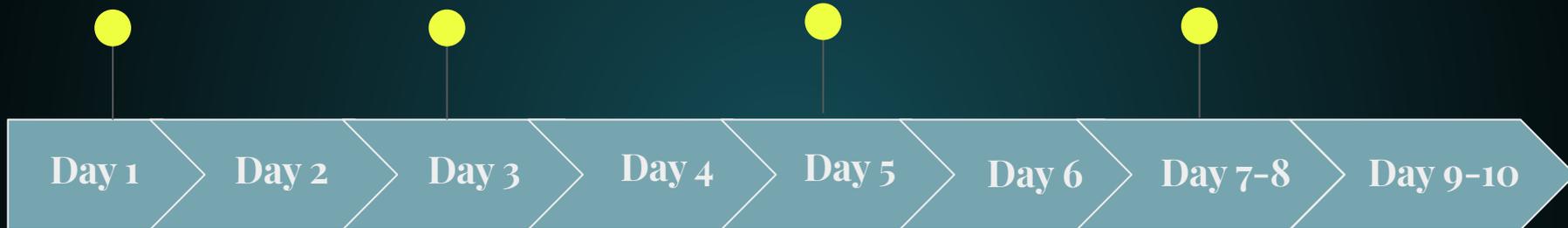
- Journal Entry (Define Kumulipo terms)

## Teaching Material:

- Kumulipo Spelling Quiz [‘Ōlelo Hawai‘i](#)
- Kumulipo [Vocabulary](#) Quiz

## Formative Assessment:

- Kumulipo Quiz/zes (\*teacher chooses one/both)



## Teaching Material:

- Queen Lili‘uokalani’s “[Introduction](#)” to Kumulipo

## Formative Assessment:

- Journal Entry (Note taking: “List & Define historical characters”)

## Teaching Material:

- Beckwith [translation](#) of Kumulipo (Lines 1-51)

## Formative Assessment:

- Conservation.org Sketch to Stretch [worksheet](#)

## Teaching Material:

- Kumulipo [terminology](#)

## Formative Assessment:

- Create/study Kumulipo Flashcards

## Teaching Material:

- Student journals
- Kumulipo literature (all relevant literature provided to students throughout lessons)

## Summative Assessment:

- Kumulipo Essay (“According to the Kumulipo, what is the relationship between kanaka [people] and ‘aina [land]? ”)

\*GRADING RUBRIC DETERMINED BY TEACHER

# Lesson #2:

*Essential Question:*

## What is Mo'okū'auhau?

*In this lesson, students will learn about and discuss what mo'okū'auhau is and how it is related to the kumulipo.*

*Enduring Understandings:*

- *Students will understand the relationship between Kumulipo and Mo'okū'auhau (genealogy.)*

# LISC

## *Learning Intention:*

- **ELA 6-8.RST.2:**
  - Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- **ELA 6-8.RST.4:**
  - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- **ELA 7.W.1:**
  - Write arguments to support claims with clear reasons and relevant evidence.
- **ELA 7.W.2:**
  - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## *Success Criteria:*

- Students can summarize their understanding of what Mo'okū'auhau is.
- Students can define relevant vocabulary related to what they learned about Mo'okū'auahu.
- Students can express in writing how Mo'okū'auhau the Kumulipo are related.

# LISC continued...

## *Learning Intention:*

- **NHMO (Educators:)**
  - Culturally healthy and responsive learning environments
- **NHMO (Students:)**
  - 1.1: Utilize a variety of learning materials and strategies that promote cultural traditions, language, history, and values. (i.e., Hawaiian language and studies curriculum materials)
  - 1.5: Nurture their spiritual essence. (i.e., pule, reflection, mahalo)
  - 1.8: Understand and appreciate the importance of Hawaiian cultural traditions, language, history, and values.

## *Success Criteria:*

- \* Same as prior list

# STANDARD ASSESSMENTS

## *Formative:*

- Spelling/Vocabulary tests
- Written reflections
- Sketching
- Comparative work

## *Summative:*

- Summary topic essay

# PACING

## Teaching Material:

- [Mo'okū'auhau](#)

## Formative Assessments:

- Journal entry (Note taking)
- 1 page journal entry ("What is mo'okū'auhau?")

## Teaching Material:

- Conservation.org's Mo'okū'auhau Traits & Behaviors [worksheet](#)
- Mo'okū'auhau Pedigree Chart [G-Slide](#)

## Formative Assessment:

- Mo'okū'auhau Traits & Behaviors worksheet
- Mo'okū'auhau Pedigree Chart G-Slide (\*student will need help from parents for this)

## Teaching Material:

- Mo'okū'auhau [terminology](#)
- Mo'okū'auhau terms (['Ōlelo Hawai'i](#))

## Formative Assessment:

- Create/study Mo'okū'auhau Flashcards

## Teaching Material:

- Mo'okū'auhau Venn Diagram
- [Mo'okū'auhau](#) article
- [Kumulipo](#) article

## Formative Assessment:

- [Venn Diagram](#) (Compare & Contrast Kumulipo material)

Day 1

Day 2

Day 3-4

Day 5

Day 6

Day 7-8

Day 9

Day 10-11

## Teaching Material:

- Conservation.org's Mele Oli Mo'okū'auhau [worksheet](#)

## Formative Assessment:

- Mele Oli Mo'okū'auhau worksheet

## Teaching Material:

- Mo'okū'auhau [terminology](#)
- Mo'okū'auhau terms (['Ōlelo Hawai'i](#))

## Formative Assessment:

- Journal Entry (Define Mo'okū'auhau terms)

## Teaching Material:

- Mo'okū'auhau Spelling Quiz
- ['Ōlelo Hawai'i](#)
- Mo'okū'auhau [Vocabulary](#) Quiz

## Formative Assessment:

- Mo'okū'auhau Quiz/zes (\*teacher chooses one/both)

## Teaching Material:

- Student journals
- Mo'okū'auhau literature (all relevant literature provided to students throughout lessons)
- Kumulipo literature (all relevant literature provided to students throughout lessons)

## Summative Assessment:

- Mo'okū'auhau Essay ("What is the relationship between Kumulipo and Mo'okū'auhau?")

\*GRADING RUBRIC DETERMINED BY TEACHER

# Lesson #3:

*Essential Question:*

## *What is Darwin's Theory of Evolution?*

*In this lesson, Students will learn about and discuss Darwin's Theory of Evolution.*

*Enduring Understandings:*

- *Students will understand the relationship between Kumulipo and Mo'ok'auhau (genealogy.)*

## *Learning Intention:*

- **ELA 6-8.RST.2:**
  - Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- **ELA 6-8.RST.4:**
  - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- **ELA 7.W.1:**
  - Write arguments to support claims with clear reasons and relevant evidence.
- **ELA 7.W.2:**
  - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## *Success Criteria:*

- Students will understand Darwin's Theory of Evolution.
- Students will understand the relationship between Darwin's Theory of Evolution and Mo'ok'auhau (genealogy.)
- Students will understand what Geography is and be able to theorize how Geography may be impacting their local Ecosystem.
- Students will be able to discuss the relationship between Kumulipo, mo'okū'auhau and Darwin's Theory of Evolution.

# LISC continued...

## *Learning Intention:*

- Nā Hopena A‘o
  - *Strengthened Sense of Hawai‘i*
    - (d.) Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
    - (e.) Share the histories, stories, cultures and languages of Hawai‘i.

## *Success Criteria:*

- \* Same as prior list

# STANDARD ASSESSMENTS

## *Formative:*

- Spelling/Vocabulary tests
- Written reflections
- Comparative work

## *Summative:*

- Summary topic essay

# AUTHENTIC ASSESSMENT

\*For *Hawai'i Island* teachers... teachers on other islands make adjustments as needed.

## *Performance Task:*

- Students will show that they understand the relationship between them as Indigenous people and their place by participating in the conservation of native species (mālama 'āina) at Kahalu'u Beach Park on Hawai'i Island. They will work with a local non-profit called ReefTeach Hawai'i, which educates the public on how they can interact in safe and responsible ways with organisms in the surrounding environment, and take individual measures to protect the environment such as using reef safe products while at the beach.
- Activities that students will partake in include: beach clean up, salinity measurements of the coastline where brackish water flows into tidepools, and educational dialogue with the public about Kahalu'u Bay and the efforts of ReefTeach Hawai'i and the local community to protect the area.

## *Real-World Task:*

- Students will create a script for a radio promotion that encourages people to contribute their time/money to ReefTeach Hawai'i, in order to perpetuate conservation at Kahalu'u Beach Park. They will use their knowledge of Kumulipo, mo'okū'auhau, evolution, and geography to highlight reasons why people should make contributions to ReefTeach Hawai'i.
- Students should try to answer the following questions after completing all unit work and the authentic assessment:
  1. How does mālama 'āina (caring for the environment) help native species evolve?
  2. What parts of Hawaiian culture are proof that Hawaiians evolved to live in Hawai'i?

# PACING

## Teaching Material:

- [Darwin's Theory of Evolution](#)

## Formative Assessments:

- Journal entry (Note taking)
- 1 page journal entry ("What is "The theory of Evolution ?")

## Teaching Material:

- [Darwin's Theory of Evolution](#) article ("vocabulary" section)
- [Natural selection](#) article ("vocabulary" section)

## Formative Assessment:

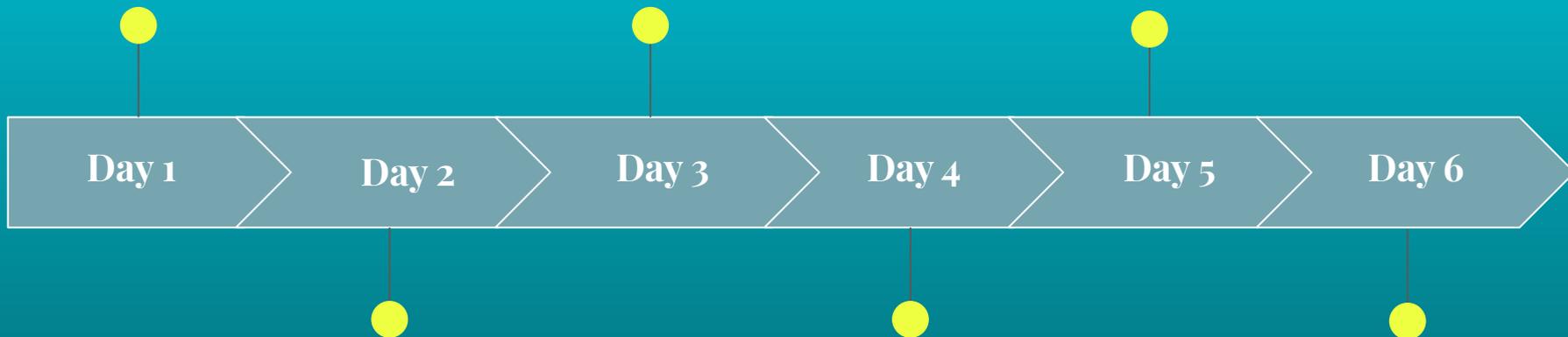
- Create/study Evolution and Natural Selection Flashcards

## Teaching Material:

- Evolution Venn Diagram
- [Evolution](#) article
- [Mo'okū'auhau](#) article

## Formative Assessment:

- [Venn Diagram](#) (Compare & Contrast Evolution and Mo'okū'auhau)



Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

## Teaching Material:

- [Natural Selection](#)

## Formative Assessments:

- Journal entry (Note taking)
- 1 page journal entry ("What is "Natural Selection ?")

## Teaching Material:

- Student journals
- [Darwin's Theory of Evolution](#) article
- [Natural selection](#) article

## Formative Assessment:

- Short Essay ("What is the relationship between Evolution and Natural Selection?")
- \*GRADING RUBRIC DETERMINED BY TEACHER

## Teaching Material:

- Student journals
- [Evolution](#) article
- [Mo'okū'auhau](#) article

## Formative Assessment:

- Short Essay ("What is the relationship between Evolution and Mo'okū'auhau?")
- \*GRADING RUBRIC DETERMINED BY TEACHER

# PACING

**Teaching Material:**

- [Geography](#)

**Formative Assessments:**

- Journal entry (Note taking)
- 1 page journal entry (“What is Geography?”)

**Teaching Material:**

- [Coral Reefs](#)

**Formative Assessments:**

- Journal entry (Note taking)
- 1 page journal entry (“What is “Why are coral reefs important ?”)

**Teaching Material:**

- Student journals
- ALL literature related to Kumulipo, Mo’okii’auhau, and Evolution

**Summative Assessment:**

- Kumulipo and Evolution Essay (“How is the Kumulipo related to Evolution?”)

\*GRADING RUBRIC DETERMINED BY TEACHER)



Day 7

Day 8

Day 9

Day 10

Day 11-13

Day 14

**Teaching Material:**

- [Climate Change](#)

**Formative Assessments:**

- Journal entry (Note taking)
- 1 page journal entry (“What is “Climate Change ?”)

**Teaching Material:**

- Student journals
- [Geography](#) article
- [Climate Change](#) article
- [Coral Reefs](#) article

**Formative Assessment:**

- Journal entry (“How is Geography affecting coral reefs in Hawai’i?”)

**AUTHENTIC  
ASSESSMENT**