

'Ewa – A Significant Place on O'ahu (Lesson Plan #6)

Teacher's Name: Ku'uwanani Eaton Intended Grade Level: 2nd Grade

Activity Title: 'Ewa [Culminating event]

How long will the activity last (hours/days/weeks?) 1 day (1 hour)

STATE STANDARDS and GLOs in this lesson:

This is the URL to the Hawaii Content and Performance Standards Database:

<http://standardstoolkit.k12.hi.us/index.html>

Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			
Topic		Rights and Responsibilities	
Benchmark SS.2.5.1		Demonstrate own roles and responsibilities in caring for others and the environment	
Sample Performance Assessment (SPA)		The student: Fulfills responsibilities in different classroom situations, such as showing respect to others or cleaning up workstations, and responds to feedback from others about the effects that his or her actions have on others and the classroom environment.	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently demonstrate own roles and responsibilities in caring for others and the environment	Usually demonstrate own roles and responsibilities in caring for others and the environment	Sometimes demonstrate own roles and responsibilities in caring for others and the environment	Rarely demonstrate own roles and responsibilities in caring for others and the environment
Strand		Geography	
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			
Topic		Environment And Society	
Benchmark SS.2.7.3		Describe a variety of the earth's natural resources (e.g., water, forests, and oil) and ways in which people use them	
Sample Performance Assessment (SPA)		The student: Explains how people across the world use natural resources to meet their needs.	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe a variety of the earth's natural resources and give clear and precise details of ways in which people use them	Describe a variety of the earth's natural resources and ways in which people use them	Describe a variety of the earth's natural resources	Name some of the earth's natural resources
Topic		Environment And Society	
Benchmark SS.2.7.4		Analyze and demonstrate ways to protect and preserve the local environment	
Sample Performance Assessment (SPA)		The student: Surveys, creates, and implements a plan to take personal action to sustain and preserve a part of the environment.	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze and consistently demonstrate ways to protect and preserve the local environment, with detail	Analyze and usually demonstrate ways to protect and preserve the local environment	Analyze and sometimes demonstrate ways to protect and preserve the local environment, with detail	Ineffectively describe and/or rarely demonstrate ways to protect and preserve the local environment

This is the ULR to the HI DOE GLOs:

http://doe.k12.hi.us/curriculum/GLO_rubric.htm

Community Contributor (The understanding that it is essential for human beings to work together)

Self-directed Learner (The ability to be responsibility for one's own learning)

1. Specific Objective:



a. Instructional (teacher) Objective:

The objective of this lesson is to enable the students to recognize 'Ewa as a moku (district) and explore the Mokupuni (Island) of O'ahu in which 'Ewa is found. Students will learn through the medium of Mo'olelo (story telling). Students will also discuss their responsibilities in caring for natural resources. This lesson is the culminating lesson of this 6 week unit about the significant place of 'Ewa. Students will play a game called '**EWA** (similar to BINGO). This game involves the vocabulary and information students learned through the mo'olelo (stories) shared.

This lesson can be used with integrated curriculum, such as: Language Arts (Reading, writing, and listening: Depending on the story book used and stories shared orally). Science (Animals: The types of plants and animals and their environments). Math (Using a map to find locations) Art (Creating projects that reflect student learning and comprehension).

b. Behavioral (learner) Objective:

- 1.The student will review the vocabulary learned through the mo'olelo (stories) shared.
2. The student will introduce himself/herself using the Hawaiian introduction statement.
- 3.The student will present their Mokupuni (Island) project.
4. The student will play the 'Ewa (Bingo) game.

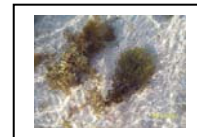
*Students are assessed by the O'ahu Island project they present. Students are also assessed informally through the 'EWA game (similar to BINGO).

2. Materials Required:

For this lesson, the teacher would have sufficient content knowledge of the mo'olelo (stories) of 'Ewa.



- Teacher will need pictures and maps of 'Ewa and O'ahu.
- Teacher will need chart paper for story, song, and map.
- Teacher will need models of the Mano (shark) & Naupaka (native species of plant), Pohaku (rocks or coral rocks from the beach), and Limu Kala (type of sea weed from the beach) from lessons #1-4.
- Teacher will need 'Ewa (Bingo) cards (1 per student).
- Teacher will need pencils or markers to fill-in 'Ewa (Bingo) cards.
- (Optional) Teacher will need makana (prizes) for student winners.
- Teacher will need 'Ukulele (for song).



Vocabulary:

- Review all of the vocabulary from lessons #1-4. Explain to the students that today they will play a game that requires them to know the vocabulary from each mo'olelo (story) they heard about 'Ewa.

*The Hawaiian dictionary by Mary Kawena Pukui is an excellent resource for Hawaiian words and their meanings.

3. Sequence of Lesson:

Opening – Anticipatory Set.

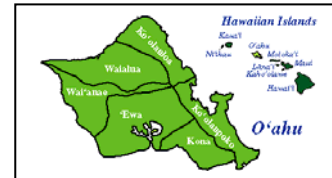
*Open with the mele (song) “Pupu a ‘o ‘Ewa” – Students sing as a group.

Today students will present their Mokupuni (Island) projects. Students will also introduce themselves using the Hawaiian introduction statement.

Aloha,
‘O ko‘u inoa ‘o _____.
_____ o‘u makahiki.

Noho au ma ka mokupuni ‘o O‘ahu, ma ka moku ‘o ‘Ewa.

Aloha,
My name is _____.
I am _____ years old.
I live on the Island of O‘ahu, in the district of ‘Ewa.



The teacher says, “Today we are going to review what we learned about ‘Ewa and the mokupuni (Island) of O‘ahu. You are going to introduce yourself and present your Mokupuni (Island) projects. Then we’ll end with a game, ‘Ewa similar to the Bingo game!”

*Review lesson #1 – Kai, lesson #2 – Mea kanu, lesson #3 – ‘Aina, and lesson #4 - Moku.

Lesson Sequence:

Then the teacher proceeds with the steps detailed below to conduct the lesson:

Step 1. The teacher points to the Island of O‘ahu and points to the district of ‘Ewa. The teacher also outlines the entire Island of O‘ahu.

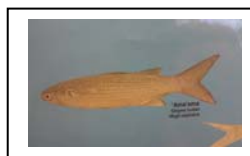
*Review the map of O‘ahu.

Step 2. The teacher reviews the vocabulary from lessons #1 - #4:

Lesson #1:



- Ke awa lau ‘o Pu‘uloa = Pearl Harbor
- Ka‘ahupahau = The striped, flat fish cloak
- Kahi‘uka = Striking tail
- Ki‘i pohaku = Petroglyph



Lesson #2:

- I‘a = Fish
- ‘Ama‘ama = Mullet
- Mea kanu = Plant
- Naupaka (Kahakai & Kuahiwi)= Native species and shrub

Lesson #3:

- ‘Ewa = Crooked
- Pohaku = Rock
- Kane = Man, god of water
- Kanaloa= god of the ocean



Lesson #4:

- Hi'iaka = Pele's younger sister (favorite sister)
- Lei = Garland (*bring a lei to class)
- Moku = District
- Mokupuni = Island



**Explain to the students that they live in a special place, a place that needs everyone's help to Malama (take care) it.*

Step 4. Teacher has a class discussion about the interesting facts about O'ahu. Questions can be asked at this time.

Step 5. Students present their Mokupuni (Island) projects individually. Students introduce himself/herself using the Hawaiian introduction statement before presenting their Mokupuni (Island) project.

1. Students can volunteer to present their Mokupuni (Island) project or the teacher can choose the order of the student presentations.

Step 6. Teacher passes out the 'Ewa (Bingo) cards and pencils or markers to fill-in the 'Ewa (Bingo) cards.

- (Please find the 'Ewa cards below) There are 30 different 'Ewa cards for the students.

Step 7. Teacher keeps the question sheet to mark-off questions that were asked. Instructions on how to check the student answers are on the 'Ewa (Bingo) question sheet.

Step 8. The student who wins gets a makana (prize).

Closure.

The teacher reviews the lesson objectives and allows students to share their ideas of how they can use what they learned. The teacher shares the importance of knowing the significance of where you live and malama (taking care) of the environment. The teacher ends the lesson with the Mele (song) "Pupu a 'o 'Ewa using the 'Ukulele. This song refers to Ka'ahupahau and to the significant area of 'Ewa.

Pupu a 'o 'Ewa

*Nani Ka'ala hemolele i ka malie
Kuahiwi kaulana a o 'Ewa
E ki'i ana i ka makani o ka 'aina
Hea ka moa'e eia au e ke aloha*

Hui (chorus):

*Pupu (a 'o 'Ewa) i ka nu'a (na kanaka)
E naue mai (a e 'ike)
I ka mea hou (o ka 'aina)
A he 'aina (ua kaulana)
Mai na kupuna mai
Alahula Pu'uloa he ala hele no Ka'ahupahau (Ka'ahupahau)*

Alahula Pu'uloa he ala hele no Ka'ahupahau

*He Mele Aloha: "A Hawaiian Songbook" is an excellent resource. It provides Hawaiian songs, the meanings, and the 'Ukulele keys. There is also a 2nd verse to this song. The teacher should introduce sections of this song to the students instead of trying to teach the entire song in one day.

4. Authentic Assessment (checking for understanding):

I did not provide an assessment or rubric. The teacher can create their own assessment and rubric based on the sections of this lesson that they want to emphasize to the students. I included the Hawai'i State Standards and GLOs (General Learner Outcomes) that I thought this lesson addressed. You may think of another way to include a different standard or GLO. Please feel free to do so.

*This is an introductory lesson on which you as a teacher can create an in depth lesson with your students about a significant place on O'ahu. Additional research may be required. Have fun with it!!!

References

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ʻ	E	W	A
Pu'uloa	Ka'ahupahau	Kahi'uka	Ki'i pohaku
I'a	'Ama'ama	Mea kanu	Naupaka
'Ewa	Pohaku	Kane	Kanaloa
Hi'iaka	Lei	Moku	Mokupuni

ʻ	E	W	A
Mokupuni	Moku	Lei	Hi'iaka
Kanaloa	Kane	Pohaku	'Ewa
Naupaka	Mea kanu	'Ama'ama	I'a
Ki'i pohaku	Kahi'uka	Ka'ahupahau	Pu'uloa

ʻ	E	W	A
Naupaka	Mea kanu	ʻAmaʻama	Iʻa
Kiʻi pohaku	Kahiʻuka	Kaʻahupahau	Puʻuloa
Mokupuni	Moku	Lei	Hiʻiaka
Kanaloa	Kane	Pohaku	ʻEwa

ʻ	E	W	A
Kiʻi pohaku	Kahiʻuka	Kaʻahupahau	Puʻuloa
Naupaka	Mea kanu	ʻAmaʻama	Iʻa
Kanaloa	Kane	Pohaku	ʻEwa
Mokupuni	Moku	Lei	Hiʻiaka

ʻ	E	W	A
Kanaloa	Kane	Pohaku	ʻEwa
Hiʻiaka	Lei	Moku	Mokupuni
Kiʻi pohaku	Kahiʻuka	Kaʻahupahau	Puʻuloa
Iʻa	ʻAmaʻama	Mea kanu	Naupaka

ʻ	E	W	A
Kaʻahupahau	Kahiʻuka	Puʻuloa	Kiʻi pohaku
ʻAmaʻama	Mea kanu	Iʻa	Naupaka
Pohaku	Kane	ʻEwa	Kanaloa
Lei	Moku	Hiʻiaka	Mokupuni

ʻ	E	W	A
Kiʻi pohaku	Puʻuloa	Kahiʻuka	Kaʻahupahau
Naupaka	Iʻa	Mea kanu	ʻAmaʻama
Kanaloa	ʻEwa	Kane	Pohaku
Mokupuni	Hiʻiaka	Moku	Lei

ʻ	E	W	A
Kahiʻuka	Kaʻahupahau	Kiʻi pohaku	Puʻuloa
Mea kanu	ʻAmaʻama	Naupaka	Iʻa
Kane	Pohaku	Kanaloa	ʻEwa
Moku	Lei	Mokupuni	Hiʻiaka

ʻ	E	W	A
Pu'uloa	Ki'i pohaku	Ka'ahupahau	Kahi'uka
I'a	Naupaka	'Ama'ama	Mea kanu
'Ewa	Kanaloa	Pohaku	Kane
Hi'iaka	Mokupuni	Lei	Moku

ʻ	E	W	A
Ka'ahupahau	Pu'uloa	Ki'i pohaku	Kahi'uka
'Ama'ama	I'a	Naupaka	Mea kanu
Pohaku	'Ewa	Kanaloa	Kane
Lei	Hi'iaka	Mokupuni	Moku

ʻ	E	W	A
Puʻuloa	Naupaka	Kaʻahupahau	Mea kanu
Kahiʻuka	ʻAmaʻama	Kiʻi pohaku	Iʻa
ʻEwa	Mokupuni	Pohaku	Kane
Kane	Lei	Kanaloa	Hiʻiaka

ʻ	E	W	A
Naupaka	Puʻuloa	Mea kanu	Kaʻahupahau
ʻAmaʻama	Kahiʻuka	Iʻa	Kiʻi pohaku
Mokupuni	ʻEwa	Moku	Pohaku
Lei	Kane	Hiʻiaka	Kanaloa

ʻ	E	W	A
Mokupuni	Iʻa	Moku	ʻAmaʻama
Lei	Mea kanu	Hiʻiaka	Naupaka
Kanaloa	Puʻuloa	Kane	Kaʻahupahau
Pohaku	Kahiʻuka	ʻEwa	Kiʻi pohaku

ʻ	E	W	A
Ka'ahupahau	Ki'i pohaku	Lei	Mokupuni
Pu'uloa	Kahi'uka	Hi'iaka	Moku
'Ama'ama	Naupaka	Pohaku	Kanaloa
I'a	Mea kanu	'Ewa	Kane

ʻ	E	W	A
Pu'uloa	I'a	'Ewa	Hi'iaka
Ka'ahupahau	'Ama'ama	Pohaku	Lei
Kahi'uka	Mea kanu	Kane	Moku
Ki'i pohaku	Naupaka	Kanaloa	Mokupuni

ʻ	E	W	A
Ka'ahupahau	I'a	Kahi'uka	'Ama'ama
Pu'uloa	Mea kanu	Ki'i pohaku	Naupaka
Pohaku	Hi'iaka	Kane	Lei
'Ewa	Moku	Kanaloa	Mokupuni

ʻ	E	W	A
ʻAmaʻama	Kahiʻuka	Iʻa	Kaʻahupahau
Naupaka	Kiʻi pohaku	Mea kanu	Puʻuloa
Lei	Kane	Hiʻiaka	Pohaku
Mokupuni	Kanaloa	Moku	ʻEwa

ʻ	E	W	A
Pu'uloa	Moku	Kahi'uka	Mokupuni
I'a	Kane	Mea kanu	Kanaloa
Ka'ahupahau	Lei	Ki'i pohaku	Hi'iaka
'Ama'ama	Pohaku	Naupaka	'Ewa

ʻ	E	W	A
Kanaloa	Hiʻiaka	Kiʻi pohaku	Iʻa
Kane	Lei	Kahiʻuka	ʻAmaʻama
Pohaku	Moku	Kaʻahupahau	Mea kanu
ʻEwa	Mokupuni	Puʻuloa	Naupaka

ʻ	E	W	A
Kanaloa	Kaʻahupahau	Puʻuloa	Kane
Mokupuni	ʻAmaʻama	Iʻa	Moku
Pohaku	Kahiʻuka	Kiʻi pohaku	ʻEwa
Lei	Mea kanu	Naupaka	Hiʻiaka

ʻ	E	W	A
ʻEwa	Kane	Puʻuloa	Kahiʻuka
Hiʻiaka	Moku	Iʻa	Mea kanu
Pohaku	Kanaloa	Kaʻahupahau	Kiʻi pohaku
Lei	Mokupuni	ʻAmaʻama	Naupaka

ʻ	E	W	A
Kiʻi pohaku	Kaʻahupahau	Kanaloa	Pohaku
Naupaka	ʻAmaʻama	Mokupuni	Lei
Kahiʻuka	Puʻuloa	Kane	ʻEwa
Mea kanu	Iʻa	Moku	Hiʻiaka

ʻ	E	W	A
Hiʻiaka	Kiʻi pohaku	Lei	Kaʻahupahau
ʻEwa	Naupaka	Pohaku	ʻAmaʻama
Mokupuni	Kahiʻuka	Moku	Puʻuloa
Kanaloa	Mea kanu	Kane	Iʻa

ʻ	E	W	A
Mea kanu	Kaʻahupahau	Moku	Pohaku
Naupaka	Puʻuloa	Mokupuni	ʻEwa
Iʻa	Kiʻi pohaku	Hiʻiaka	Kanaloa
ʻAmaʻama	Kahiʻuka	Lei	Kane

ʻ	E	W	A
ʻEwa	Kiʻi pohaku	Kahiʻuka	Pohaku
Hiʻiaka	Naupaka	Mea kanu	Lei
Kane	Puʻuloa	Kaʻahupahau	Kanaloa
Moku	Iʻa	ʻAmaʻama	Mokupuni

ʻ	E	W	A
Hiʻiaka	Kane	Naupaka	Kahiʻuka
Lei	Kanaloa	Mea kanu	Kiʻi pohaku
Moku	Pohaku	ʻAmaʻama	Kaʻahupahau
Mokupuni	ʻEwa	Iʻa	Puʻuloa

ʻ	E	W	A
Ka'ahupahau	'Ama'ama	Naupaka	Kahi'uka
Pu'uloa	I'a	'Ewa	Mokupuni
Kahi'uka	Naupaka	Kane	Hi'iaka
Ki'i pohaku	Mea kanu	Kanaloa	Lei

ʻ	E	W	A
Lei	Kaʻahupahau	Kahiʻuka	Pohaku
Puʻuloa	Mokupuni	Moku	Kane
Hiʻiaka	ʻAmaʻama	Mea kanu	Kanaloa
ʻa	ʻEwa	Naupaka	Lei

ʻ	E	W	A
Kanaloa	Mea kanu	ʻAmaʻama	Hiʻiaka
Kiʻi pohaku	Naupaka	ʻEwa	Iʻa
Pohaku	Kahiʻuka	Kaʻahupahau	Lei
Kane	Moku	Mokupuni	Puʻuloa

ʻ	E	W	A
Moku	Pu'uloa	'Ama'ama	Pohaku
Ka'ahupahau	Mokupuni	Kane	Mea kanu
Ki'i pohaku	Lei	Naupaka	Kanaloa
Hi'iaka	Kahi'uka	'Ewa	I'a

6	E	W	A

*Blank-Answer sheet (Questions) *Free space – Choose a square to cross out as a FREE space!

Question – Kai (ocean), Mea kanu (plant), ‘Aina (land), & Mokupuni (island)

Kai – ‘Okina (‘)

These are the questions the teacher asks for the ‘OKINA (‘) column of the ‘Ewa game. Simply mark-off the questions once asked. The student yells out ‘Ewa like Bingo if 4 spaces in a row are marked. The rows can be marked-off vertically, horizontally, or diagonally. The student will confirm with the teacher that all spaces marked are correct. The teacher refers to the questions asked for a specific column and checks to see that the student has the correct answer in that column. The answers are in parentheses.

1. What is the name of Pearl Harbor in Hawaiian? (Pu‘uloa)
2. What is the name of the Hawaiian shark goddess in Hawaiian? (Ka‘ahupahau)
3. What is the name of Ka‘ahupahau’s younger brother? (Kahi‘uka)
4. What is petroglyph in Hawaiian? (Ki‘i pohaku)
5. What is fish in Hawaiian? (i‘a)
6. What is Mullet fish in Hawaiian? (‘Ama‘ama)
7. What is plant in Hawaiian? (Mea kanu)
8. What is the name of the plant with the ½ flower in Hawaiian? (Naupaka)
9. What is the name of the district where Pu‘uloa is found? (‘Ewa)
10. What is rock or stone in Hawaiian? (Pohaku)
11. What is the name of the god that named ‘Ewa with Kanaloa? (Kane)
12. What is the name of the god that named ‘Ewa with Kane? (Kanaloa)
13. What is the name of Pele’s younger sister? (Hi‘iaka)
14. What is garland in Hawaiian? (Lei)
15. What is district in Hawaiian? (Moku)
16. What is island in Hawaiian? (Mokupuni)

Mea kanu – E

These are the questions the teacher asks for the **E** column of the 'Ewa game.

1. Where does Ka'ahupahau live? (Pu'uloa)
2. His name means striking tail, who is it? (Kahi'uka)
3. Who is Kahi'uka's older sister? (Ka'ahupahau)
4. We made our own petroglyph out of glue, what is this called? (Ki'i pohaku)
5. The people near Pu'uloa were good fishermen, what did they catch? (i'a)
6. When you go hiking in the mountains you see many different types of _____ (plants)? (Mea kanu – fill in the blank)
7. This i'a or fish was known to swim around the entire island of O'ahu, what type of fish was this? ('Ama'ama)
8. ½ of this plant lives in the mountain and the other ½ lives near the ocean, what is this plant called? (Naupaka)
9. This place means crooked, what is its name? ('Ewa)
10. When Kane and Kanaloa named 'Ewa, they threw a _____ (rock/stone), what is this in Hawaiian? (Pohaku – fill in the blank)
11. This god's name also means man in Hawaiian, who is he? (Kane)
12. This god was also known as the god of the sea, who is he? (Kanaloa)
13. She went to get the man that her older sister loved from Kaua'i, who is she? (Hi'iaka)
14. These 3 women made a _____ (garland) of Limu for Hi'iaka? (Lei – fill in the blank)
15. We live in the _____ (district) of 'Ewa? (Moku – fill in the blank)
16. We live on the _____ (island) of O'ahu? (Mokupuni – fill in the blank)

'Aina – W

These are the questions the teacher asks for the **W** column of the 'Ewa game.

1. Mikololou, the bad shark was killed in this place, what is this place called? (Pu'uloa)
2. She is a famous tiger shark of Pu'uloa, what is her name? (Ka'ahupahau)
3. This tiger shark had a long tail to strike with, what is his name? (Kahi'uka)
4. Hawaiians would carve these pictures into the stone, what is this called? (Ki'i pohaku)
5. What is this picture called in Hawaiian? (i'a – show fish petroglyph)
6. What kind of fish is this? (show picture of 'Ama'ama fish)
7. _____ (plants) have roots, stems, leaves, and flowers, what is this called in Hawaiian? (Mea kanu – fill in the blank)
8. What is this _____ called? (show picture of the Naupaka plant)
9. What is this place called? (point to the 'Ewa district on a map)
10. What is this called? (show a pohaku or stone/rock)
11. This god was known to make springs of water around the island. He was Kanaloa's friend, who was he? (Kane)
12. This god was Pele's older brother, who was he? (Kanaloa)
13. This goddess blessed 3 women who gave her a lei because they were kind, who was she? (Hi'iaka)
14. What is this called? (show a lei or garland)
15. The island of O'ahu is broken up into smaller districts, what are these districts called in Hawaiian? (Moku)
16. O'ahu is a _____ (island)? (Mokupuni)

Mokupuni – A

These are the questions the teacher asks for the **A** column of the 'Ewa game.

1. What is this place called? (point to Pu'uloa on a map)
2. What was this shark's name? (show Ka'ahupahau – bigger shark model)
3. What was this shark's name? (show Kahi'uka – smaller shark model)
4. What were these called? (show kī'i pohaku / petroglyphs)
5. What is poke (raw fish) made out of? (i'a)
6. This type of fish starts with the letter A, what fish is it? ('Ama'ama)
7. We need to take care of plants because they are important to the environment in Hawai'i, what are these called in Hawaiian? (Mea kanu)
8. Pele turned a man and woman into this plant, what is this plant called? (Naupaka)
9. This is the biggest district on O'ahu, what moku (district) is it? ('Ewa)
10. We used these to play "Kimo", the Hawaiian jacks game, what is it? (Pohaku)
11. These 2 gods journeyed around O'ahu naming each place, one was Kanaloa and the other was _____? (Kane)
12. These 2 gods journeyed around O'ahu naming each place, one was Kane and the other was _____? (Kanaloa)
13. This goddess is known as the goddess of Hula, she is also Pele's favorite sister, who is she? (Hi'iaka)
14. These are also given at graduations, what are these called in Hawaiian? (Lei)
15. This is 'Ewa (show picture on map) but it is also known as a _____ (district)? (Moku)
16. Each island had its own color. O'ahu's color is yellow or golden rod, what is island in Hawaiian? (Mokupuni)