

# 'Ewa 'Āina Education Initiative

**Unit Plan: Hula Ki'i: A History and Re-creation - <https://cutt.ly/pKPjsXI>**

**Created by: Todd Farley**

**'Ewa 'Āina Site: Hanakēhau Learning Farm**

## Detailed Lesson #2

**Lesson Title: Creation of Ki'i at Hanakēhau Learning Farm**

### Essential Unit Questions Addressed

How does Hawaiian culture (Theatre) express itself through inanimate objects?  
How can we restore Hawaiian theatre in a European biased system?

### Secondary Questions:

How do we create in the Hawaiian way?  
How do you build a ki'i that honors Hawaiian protocols?  
What is the significance of the objects used in the creation of ki'i?

### Educational Standards

Standard 3: DRAMA AND THEATRE: Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history.

FA.6-8.3.2 Develop dialogue for a scene or one-act play

FA.6-8.3.11 Apply theatrical traditions of various cultures

FA.6-8.3.8 Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience

FA.6-8.3.7 Evaluate the use of technical elements (e.g., sets, makeup, costumes, sound and light, props) and their effect on the meaning of the production

### HĀ framework and/or Hawaiian Culture integrated into this lesson

HĀ Outcome: Strengthened sense of Hawai'i

Pilina Kaiāulu:

Community Integration informed by a Hawaiian sense of place (in this case by the stories told in the place by the community and the arts of the place)

Mālama He Mo'olelo `Āina:

Healing the history/stories as told through the arts of the land. Restoring the lost stories and art of the land.

The work will focus specifically on Hawaiian ideals on presentation including protocols for the creation of ki'i and performance with them. The student will engage in specific terminology that engages them in expanding their understanding of performance termed in `ōlelo Hawai'i and mo'olelo that helps anchor them to the 'āina.

## Materials needed

### Videos, media, lesson presentations/resources

- Hula Ki'i Hawaiian Puppetry: by Katharine Luomala pp. 143-167 (mo'olelo) - <https://cutt.ly/CKInPBX>
- E Hō Mai <https://apps.ksbe.edu/kscholars/oli/>
- Article: Hewing to Tradition by Catherine Lo Griffin in the December 2018/January 2019, Issue 21.6 in Hana Hou, The Magazine of Hawaiian Airlines <https://hanahou.com/21.6/hewing-to-tradition>

### Supplies

- Building materials: wood, coconut, shells, lava rock, stones, seeds, dried grass, kapa, koa nuts, sting, yarn, ribbon, beads, buttons, hot glue gun with glue, glue, fabrics (various hawaiian patterned). Knife, scissors, carving tools. Local dried plants or plants that can be dried (from Hanakēhau Learning Farm)
- Tables to craft on at Hanakēhau
- Lei for site hosts (recommended)

## Pedagogy Used

Pre-lesson Preparation: Ask students to choose a Hawaiian story to be performed later. Encourage them to work in teams. Bring a list of the characters in the story, which will indicate what puppets need to be created. The main priority is to create the main character of the story.

Huaka`i Preparation:

- Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- Prepare students for their visit, learn E Hō Mai - <https://cutt.ly/wJxZUc6> and practice - Oli audio recording - <https://apps.ksbe.edu/kscholars/oli/>
- Collect permission slips and waivers
- Discuss protocols and expectations for behavior on site. Go with an assistant, if possible.

## Instructional Sequence

Teacher Does	Students Do
Arrive in Parking lot, and gather by entrance Prepare to do E Hō Mai.	Students participate in E Hō Mai.
Introduce Camile Kalama and Kumu Andre Perez	Students give lei to both hosts.
Bring students to a quiet area to listen to Kumu Andre Perez.  While students are with Andre, set up tables to be used for creating ki'i.	Students gather and listen to Kumu Andre Perez: Listen to his presentation. Prompts questions when asked 1. What are ki'i made of? 2. What is the difference between the type of ki'i you make and those used in hula ki'i? 3. What is the difference between sacred and secular use of a ki'i 4. Can anyone dance, create, and perform with a ki'i? 5. Is there protocol associated with ki'i?
Bring students to the table and lead a discussion about the materials used to create ki'i. Include Andre in the discussion of the significance of each material as a symbol: shell as sea etc.	Students come to the table.

Show a completed set of ki'i as examples.  
Students are instructed to build their own. Each will do one ki'i from the groups chosen mo'olelo.

Students start to build with assistance.

**Closure**

Each student presents their Ki'i, naming it and explaining their choice of elements as it relates to the character of the Ki'i.

**Accommodations for at least 3 types of diverse learners**

1. Have extra "helpers" attend this trip to help students with both the content of the class and also the physical needs (getting to the bathroom etc).
2. Videotape and/or live stream the full event for those who cannot attend physically.
3. Send materials home for distance learners.

**Formative Assessment Method/s For This Lesson**

Students produce a ki'i and can explain their building choices including its symbolic use of materials.

**How This Lesson Relates To the Unit Summative Assessment**

The ki'i is essential to the final production/performance.  
Students will also be exposed to and have practiced necessary protocols for performance.