

'Ewa 'Āina Education Initiative

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

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'Ewa 'Āina Site: Hanakēhau Learning Farm

Detailed Lesson #1

Lesson Title: The History of Hula Ki'i

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?

Educational Standards

Hawai'i Content & Performance Standards III

Subject: Fine Arts

Grade: 6-8

Strand: Drama & Theatre

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.

HĀ framework and/or Hawaiian Culture integrated into this lesson

HĀ Outcome: Strengthened sense of Hawai'i

Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives

Students learn the Hawaiian history of Theatre and thereby connect with the Hawaiian ways of performance. The students will discuss the Hawaiian perspectives in comparison to global perspectives.

Estimated Time Needed: 1 hr, 20 minutes

Materials needed

Websites:

Sacred sites of ki'i

https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Waiawa.pdf

https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Full-Ewa-Aina-Inventory.pdf

pp 42-58; 237-250

<https://hulapreservation.org/archive/online-resources/> - Hula Preservation Society on Hula Ki'i

<https://www.honolulumagazine.com/hula-kii-with-puppets-brings-a-nearly-lost-art-to-honolulu-audiences/>

Best of Honolulu article on Hula Ki'i

Videos of hula ki'i:

<https://youtu.be/4K4avzvUQaE> Kumu Auli'i Mitchell shares mo'olelo on his Hula Ki'i

<https://www.facebook.com/watch/?v=877047922758472> Kumu Maile Beamer-Loo dances a hula Ki'i

<https://youtu.be/Wnow1-OwmEM> E Pele, Pele - A Hula Ki'i

Student Worksheets/Handouts:

History of Hula Ki'i Prompts - <https://cutt.ly/ZKlbnbc>

Honolulu Magazine article on Hula Ki'i - <https://cutt.ly/IKlWPuc>

Crossword Puzzle Quiz - <https://cutt.ly/KKlbGUM>

Crossword Puzzle Quiz Answers - <https://cutt.ly/hKlbXU4>

Pedagogy (methods) Used

Lesson Introduction

Greeting of Class

Students are met at the door and instructed to watch "[E Pele, Pele - A Hula Ki'i](#)" video (7 minute video)

Follow this with video of [Kumu Maile Beamer-Loo](#) dancing with ki'i (1 minute video)

Instructional Sequence

Teacher Does	Students Do
<p>Introduction: 8 minutes</p> <p>Turn off the video and say that the class will review that after our student opening.</p> <p>Write the Agenda, What We Are Learning Today, and How to Succeed on the Board. Ask a "Student Director" to read it aloud to the class.</p>	<p>Student Director reads:</p> <p>Agenda</p> <ul style="list-style-type: none">Question of the dayGroup research on Hula Ki'iGroup PresentationsPrep for next classCheck out <p>What We Are Learning Today</p> <ol style="list-style-type: none">I will learn about hula ki'i, its history, the construction of ki'i, and those who used it to perform.I will develop my research skills with other students, online and in discussion.I will learn what other students researched on hula ki'i, including new vocabulary. <p>How To Succeed</p> <ol style="list-style-type: none">I will be able to share with the class something I learned about hula ki'i.I will fully engage with the group adding

	<p>information to the group's research.</p> <ol style="list-style-type: none"> 3. I will participate with the presentation of our group information to the class. 4. I will listen and ask questions about the other groups' research.
<p>Ask Question of the Day: What is Hula Ki'i?</p>	<p>Students answer this question if they can.</p>
<p>Give students prompts: Based on the opening video, we see some of the Hawaiian theatrical forms using puppets.</p> <ol style="list-style-type: none"> 1. What did you observe about them? 2. What are the puppets made of? 3. How did the performers use them? 	<p>Students reply to each of these prompts.</p>
<p>Give a definition of Hula Ki'i: 12 minutes</p> <p>"Hula Ki'i is a form of Hawaiian Puppetry, but it goes much deeper than that! In order to understand hula ki'i better, we need to explore its Hawaiian History as well as its theatre forms."</p> <p>"To help us explore this we will break up into groups where each group will specialize in one area of research. You will start by reading the Best of Honolulu article on hula ki'i. Then your group will "specialize" in one area of research by looking online at the website of the Hula Preservation Society. You have 10 minutes to read your focus area in the article."</p> <p>Give hard copies of the Best Of Honolulu Article on Hula Ki'i, and divide students into 3 focus groups.</p>	<p>Students break up into 3 groups</p> <ol style="list-style-type: none"> 1. History of hula ki'i 2. Construction materials of hula ki'i and their images of puppets 3. Performance examples of hula ki'i <p>NOTE: Each group creates a vocabulary lists of words related to Hula Ki'i</p> <p>Anticipated words: Hula Hula ki'i Kumu Ki'i Kāla`i Ki'i Marionettes Kapa Commedia dell'arte The Royal Boaster Heiau Sacred/secular Idol/idolatry</p>
<p>Research Hula Ki'i: 20 minutes</p> <p>Ask students to go to the Hula Preservation Society website: Hula Preservation Society on Hula Ki'i https://hulapreservation.org/archive/online-resources/</p> <p>Give instructions: "Your group will have 20 minutes to research your topic and then share it with the class. The website has links on your assigned area, so follow those</p>	<p>Research groups work through this website with the teacher's help.</p> <p>History:</p> <ol style="list-style-type: none"> 1. Where were ki'i found? 2. What were ki'i used for? 3. What is the difference between sacred and secular use of a ki'i 4. When did hula ki'i become used? 5. Who opposed ki'i and why? 6. What are the new vocabulary words we need to know?

<p>links to gather information. You are also welcome to leave the page after looking at those links, and use google to search for other information on your assigned focus. Have each member of your team focus on a different question or sub-area of research and share with each other what you find.”</p> <p>Give the prompts or provide the History of Hula Ki'i worksheet.</p>	<p>Construction:</p> <ol style="list-style-type: none"> 1. What are the things ki'i can be made of? 2. Is there any symbolism used in the choice of materials? 3. What do the ki'i look like? (show pics) 4. How are they used and performed with? 5. What are the new vocabulary words we need to know? <p>Performance</p> <ol style="list-style-type: none"> 1. Who performs with a ki'i 2. What is the difference between performing secularly and for sacred events? 3. How does the performance of hula ki'i differ? 4. How is hula ki'i different from European or Asian puppetry? 5. What are the new vocabulary words we need to know?
<p>Preparation to Share: 10 minutes</p> <p>Give instructions: “Now take about 10 minutes to prepare to share with the class what your group found out.” For an easy structure for sharing you can answer your prompt questions, but feel free to share your own research and interests.” You may use a slide show, or picture our make, or just speak.</p> <p>Please have a group representative write the vocabulary words on our board.</p>	<p>Students prepare. They send one person to write up the new vocabulary words on the board.</p>
<p>PRESENTATION: 10 minutes</p> <p>Ask students to now share with the class what they have discovered about hula ki'i.</p>	<p>Groups present in the following order</p> <ol style="list-style-type: none"> 1. History 2. Construction 3. Performance
<p>Next Class preparation: 10 minutes</p> <p>Give instructions:</p> <p>“In our next class we are going to a Hawaiian site to build our ki'i. Though where we are going isn't a heiau, it is an ancient site, and you will meet a kāla'i ki'i, a master carver, who actually creates ki'i like you would see at a heiau. Heiau are places we discovered as being a sacred site for ki'i. Look at the following online sites and explore them for references to heiau and hula.”</p> <p>https://www.ksbe.edu/assets/site/special_section/re_gions/ewa/Halau_o_Puuloa_Waiawa.pdf</p>	<p>Students view websites and from their prior research should be able to discuss performance and the sacred.</p>

https://www.ksbe.edu/assets/site/special_section/revisions/ewa/Halau_o_Puuloa_Full-Ewa-Aina-Inventory.pdf pp 42-58; 237-250

(For example, see maps for locations of heiau. On page 44, it says that “Moanalua is famous for its associations with the 17th century high chief of O`ahu, Kakuhihewa, who designated this land as the center of hula and chanting.”)

Ask: How do you think such Hawaiian sites are connected to how we understand hula ki'i?

Closure (Review, formative/summative assessment)

What did you learn today:

Have each student share one thing that they learned or enjoyed about the class today.

Accommodations for at least 3 types of diverse learners

1. Suggest to put all materials on Google Classroom with the teachers' word links in a slide show.
2. Students can 'team-up' for their research or do it solo, though they all work in a group for the general topic.
3. Web sources and class slide can also be printed out.

Formative Assessment Method/s For This Lesson

Student research and present topics answering prompts, which are then presented to the class.
Students do Crossword Puzzle Quiz to learn relevant vocabulary in 'Ōlelo Hawai'i (Hawaiian language).

How This Lesson Relates to the Unit Summative Assessment

The summative assessment is a performance with a Ki'i. This lesson gives the students the foundational knowledge they need to have to begin the work on a hula ki'i, including understanding its history behind their performance, understanding what will be needed for construction of the ki'i they perform with, and ways in which they can perform.