INTRODUCTION:

Family is very important to Hawaiians as well as to everyone. It may consist of kupuna, makua, and keiki. Family also ties in with 'aina: 'ohana (ohana: family, more than one stalk). A family is who you are and to be proud of it. Research of one's genealogy will benefit everyone in the 'ohana.

OBJECTIVES: The student will be able to:

1. gain knowledge from The Kumulipo, the Hawaiian Creation chant
2. identify members of their 'ohana
3. practice storytelling skills (show and tell).
4. create their own 'ohana booklet, using genealogy format, pictures, stories or poems, and oral history
5. appreciate their family members

PROCEDURE:

1. Lecture/discussion
   a. mindmapping: what is 'ohana?
   b. background information of mo'oku'aauhau and Kumulipo.
   c. cultural aspects of 'ohana.
   d. varied 'ohana situations--roles and responsibilities.

2. Bring in pictures of their 'ohana.
   a. write short descriptions about family member with pictures for book.
   b. research.

3. Guest speakers--their kupuna, makua.

4. 'Ohana songs
   a. We Are 'Ohana

5. Importance of 'ohana
   a. Discuss why family is important?
   b. Role play.
   c. Create own poem or in groups to set to music for public appearance or videotape class.
   d. 'Olelo no'eau.
   e. Compare/contrast 'ohana then and 'ohana now.

REFERENCES:

1. Family Resources
   "Ku'u'ohana."

WRITTEN BY: Alexis Lopez
Unit: Hawaiian Ancestry  
Topic: Genealogy - 'Ohana

INTRODUCTION:

A GENEALOGY PROJECT - 'OHANA

Many of us who were born and raised in Hawai'i have roots in other parts of the world. Portugal, Japan, Okinawa, Puerto Rico, China, Philippines, Korea, North America, South America and England are areas of the world that have a long history, especially in labor, with Hawai'i. Many of us have ancestors from more than one of these places, that's why people call this the "Melting Pot" - a place where all parts of the world meet and blend together. All these ethnic groups have been here for such a long time that it is hard to imagine Hawai'i as any other way, especially for those born during statehood.

The youth today take many things for granted. They don't realize what hard work is. Moreover, they don't realize how hard their parents grandparents, or great-grandparents worked for them to be where they are now. The drive to improve oneself through hard work has been lost. Their difficulties are more of a social nature, rather than family survival and growth. Many do not have goals. We cannot blame this apathy solely on the youth alone (there are many other factors in our modern life that contribute to this) but we can bring about a better understanding of "self" by researching the past. Most of us have ties with the sugar plantations (this is how the Melting Pot started). Furthermore, our present local culture, customs and lifestyles, and attitudes originate from plantation life.

If we look back at plantation life and read and listen to stories of how it was like living back then and the great sacrifices the plantation worker made with determination to succeed and improve the family, then the pride which has been lost can be found. If you know where you come from everything else makes sense. We are who we are because of our forefathers' accomplishments. We can compare difficulties of the past with the present. And even though we may think life was simpler back then, we will realize that hard work, determination, and family love made us what we are today.
PROCEDURE:

HOW CAN WE TRY TO MAKE TODAY'S YOUTH REALIZE THIS?

Have students do a "genealogy" project using a three part project that you may want to try. The purpose of this exercise is to find out where you come from, family experiences of immigration etc., promote communication amongst family, and bring pride and understanding of "self."

Explain and define "genealogy."

Genealogy = a chart or recorded history of the ancestry or descent of a person or family

"OHANA" = family, relative, kin group

(50pts) 1. Design and prepare a "family tree" or chart of direct lineage. If possible list dates; it is up to the student as to how they want to present it... be creative, show and example and hand out information sheets and pedigree forms.

(25pts) 2. Tell a story of family immigration (if there are pure Hawaiian students in your class tell how families moved from one island to another.)
Tell what the person's experiences were, what they expected, how they prepared for the trip, what did they see, smell, feel. Was Hawai'i what they expected? The teacher should share family stories and also read other examples of plantation life and immigration from texts, handouts, periodicals, etc.

(25pts) 3. Tell an interesting family story. (ask a family member.)

MATERIALS:

1. start at home...talk to your parents, grandparents
2. if possible, try the State Archives and libraries
3. cemeteries, for dates and names
4. court records
5. history books
6. ships' passenger manifests
7. museums (Kaua'i Museum and Grove Farm Homestead)

* Some students may be reluctant due to personal reasons. The teacher should respect this. Speak to the parents, if possible, to make it clear that this will be kept confidential. Otherwise, students may present their project to the class.

REFERENCES:


WRITTEN BY: Keoni K. Inciong