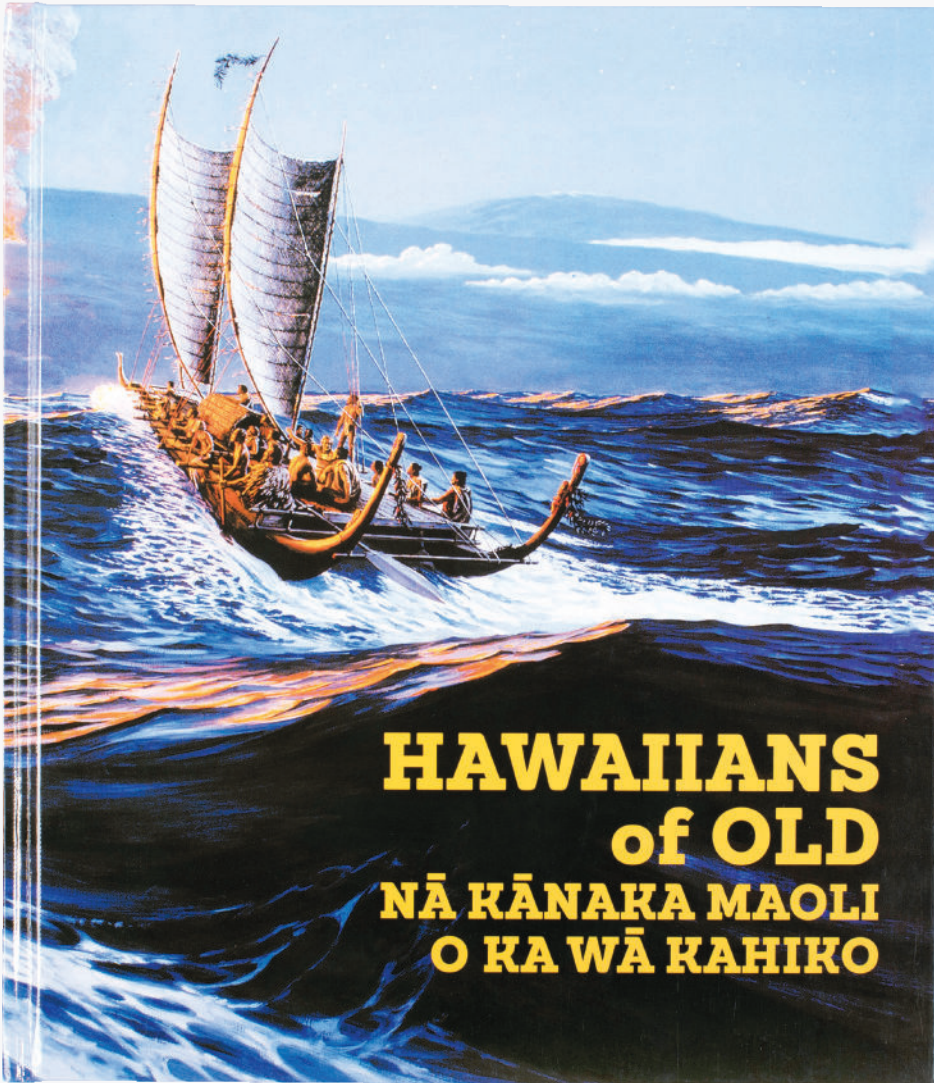


# Social Studies – Hawaii Core Standards for Social Studies (HCSST)

Elementary: Grade 4

Standards Alignment for:

*Hawaiians of Old, Nā Kānaka Maoli o Ka Wā Kahiko*, 4th edition



This textbook is in its fourth edition. Originally published in 1980, it has routinely been updated to incorporate new and relevant materials related to ancient Hawaiʻi. The book written at 4th grade readability and provides strong graphic visuals to balanced the text. The current edition incorporates ʻōlelo Hawaiʻi throughout to provide a greater equitable balance to language and cultural identity.

The content combines perspectives of science and anthropology, along with Hawaiian historical, and modern, sense of place and oral traditions to help detail the history of island creation, myth, migration, environment, human settlement, use of natural resources, systems of governance, community, and more.

All of the content material presented within this textbook is also available online.

## CONTENTS

- ① The Islands Were Born  
Hānau ʻIa Nā Mokupuni
- ② Hawaiian Life Had Many Laws  
Nā Loia Hawaiʻi Like ʻOle
- ③ Hawaiians Farmed  
Ka Mahi ʻAi ʻAna
- ④ Hawaiians Fished  
Ka Lawai ʻa ʻAna
- ⑤ Hawaiians Made Many Things / Nā ʻOihana
- ⑥ Hawaiians Fought Wars  
Ke Kaua ʻAna
- ⑦ Hawaiians Played Sports And Games / Ka Pāʻani ʻAna
- ⑧ Hawaiians Loved Stories And Music / Nā Hana Hoʻonanea

# Social Studies – Hawaii Core Standards for Social Studies (HCSSS)

## Elementary: Grade 4

### Standards Alignment for:

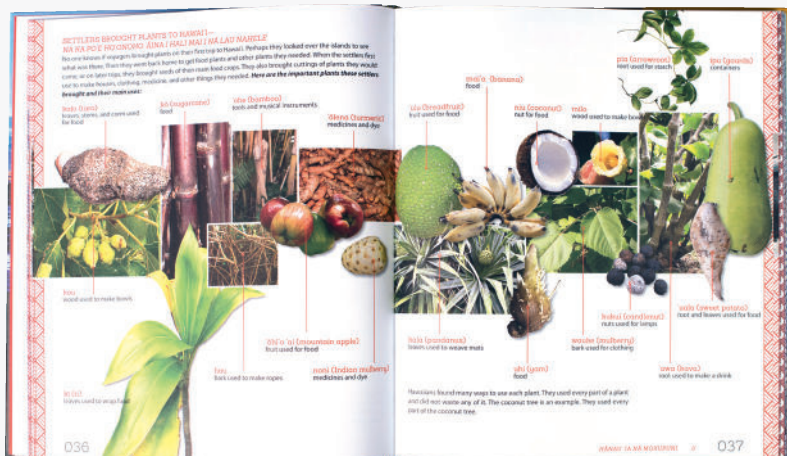
### *Hawaiians of Old, Nā Kānaka Maoli o Ka Wā Kahiko*, 4th edition

This textbook material is also available online. An extension of the online resource is real-time connections to primary source documents, media materials such as video, audio recordings, digital maps, and more. For teacher edition access, inquiry alignment is highlighted throughout the text materials. Accompanying skills exercises to promote student questions, investigations, reasoning, and general application of the content acquired is also provided within the online resource.

#### Resources available to meet the curriculum and HCSSS requirements:

*Hawaiians of Old, Nā Kanaka Maoli o Ka Wā Kahiko* 4th edition

print textbook, print skills book, online texbook (includes skills book)



#### Editorial Team:

The content materials and accompanying skills exercises were developed and edited by the following: author Betty Dunford, content editors Dr. Ann Rayson and Karleanne Matthews; cultural editors Lilinoe Andrews, Miki'ala Ayau, Liana I. Honda, Kim Kuulei Birnie, Umi Kai, Julie Stewart Williams; 'ōlele Hawai'i editor Dr. Keao NeSmith

Social Studies —  
Hawaii Core Standards for Social Studies (HCSSS):  
Elementary: Grade 4 - Bess Press Inquiry Alignment

Theme 1 Creation Beliefs & Polynesian Migration	Color Legend
	Social Studies
	Elementary: Grade 4 (HCCSS)
	Bess Press Inquiry Alignment

Anchor Standard	Topic	Content Standard	Sample Content/Concepts
History Anchor Standard 18 / Perspectives	Creation Beliefs	Content Standard SS.4.1.18.1 Describe how early Hawaiians vied the creation of the world and their environment through oral traditions	Oral Traditions: Stories of early Hawaiians including Songs and dances about gods, goddesses, people and places i.e. Papa and Wakea, Pel, Maui, the Kumulipo
<b>Bess Press Curriculum Resource:</b>  textbook - Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)  textbook - Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b>  (HOO) Introduction: <i>The Kumulipo (‘ōlelo Hawai‘i and English Versions)</i>  (HOO) Chapter 1: <i>The Island Were Bom, Hānau ‘Ia Nā Mokupuni</i>  (HPS) Chapter 1: The Formation of the Hawaiian Islands	<b>Content Theme(s):</b>  - Stages of Growth, Nā Māhele O Ka Ulu ‘Ana	<b>Content/Subjects Covered in HOO + HPS:</b>  Hawaiian believe in akua (gods), akua creation of Hawai‘i, Wākea (ske father), Papa (earth mother), lua pele, Pō, Lono, Kāne, Kanaloa, Kū, volcano formation, plant arrival, origins of life in Kumulipo, scientific recognition of ‘āko‘ako‘a (coral), nā mo‘olelo (stories, myths), myths of Māui and Pele, mele, oli, kaona (hidden meaning in Hawaiian poems), mele inoa (name song), mele hula, mele oli, place name geneology, science behind Hawai‘i’s volcanoes, shape of the islands Legend: Pele Finds Her Home, Huli ‘O Pele I Kona Home,
History Anchor Standard 18 / Perspectives	Migration Stories	Content Standard SS.4.1.18.2 / Summarize migration stories passed down through Hawaiian oral Tradition	Migration Stories: early peoples, voyaging chiefs, (i.e. Hawai‘i Loa, Pa‘ao), Pele, Maui
<b>Bess Press Curriculum Resource:</b>  Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)  Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b>  (HOO) Chapter 1: <i>The Island Were Bom, Hānau ‘Ia Nā Mokupuni</i>  (HPS) Chapter 3: <i>The Coming of the First People</i>	<b>Content Theme(s):</b>  - Possible Origins - People Arrived, Hiki Mai Nā Kānaka	<b>Content/Subjects Covered in HOO + HPS:</b>  voyage origins, Nuuhiwa (the Marquesas), ta‘ata mā‘ohi (people from Tahiti), ‘enata/‘enana (people from Marquesas), canoe travel back and forth between Hawai‘i Marquesas and Tahiti, menehune origins, Polynesian triangle, early voyagers, Pā‘ao, Pili, Legend: The Great Ocean Traveler Hawai‘iloa, Spirit Rider, ‘Elepaio: A Friend to the Kahuna Kālai Wa‘a
Geography Anchor Standard 15 / Human Population: Spatial Patterns & Movements	Migration Methods	Content Standard SS.4.1.15.3 / Explain how voyaging skills and canoe design allowed Polynesians to travel from Asia throughout the Pacific to Hawaii	Skills: Astronomy, observation of nature (clouds, ocean currents, marine life, ocean-going birds, waves, winds), teamwork / Design of Double-Hulled Canoe: large and sturdy platform between two parts with a hours, house allowed for extended shelter, storage of food, supplies, cooking

<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO) Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b>  (HOO) Chapter 1: <i>The Island Were Bom, Hānau 'Ia Nā Mokupuni</i>  (HPS) Chapter 3: <i>The Coming of the First People</i>	<b>Content Theme(s):</b> - Possible Origins - People Arrived, Hiki Mai Nā Kānaka	<b>Content/Subjects Covered in HOO + HPS:</b> <b>ho'okele wa'a (navigator, wayfinder), daytime observations for direction, celestial mapping, outrigger canoe and double-hulled canoe specifics, kālai wa'a (canoe carver) function, canoe making process, parts of the canoe ('ama, 'iako), sails for canoes, cloud reading, seasonal/climate observations, navigation by stars</b>
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**Theme 2 - Early Hawaiian-Environment Interaction**

**Social Studies**  
**Elementary: Grade 4 (HCCSS)**  
**Bess Press Inquiry Alignment**

<b>Anchor Standard</b>	<b>Topic</b>	<b>Content Standard</b>	<b>Sample Content/Concepts</b>
Geography Anchor Standard 13 Geographic Representations: Spatial Views of the World	Environmental Characteristics of a Volcanic Island	Content Standard SS.4.2.13.1 / Identify major geographic characteristics of the Hawaiian archipelago, including its relative location to other major land masses	Major Geographic Characteristics: extreme isolation, volcanic island formed by geological hotspot / Relative Location: distance & direction from continental US, Australia, South America, Japan and China

<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO) Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b>  (HOO) Chapter 1: <i>The Island Were Bom, Hānau 'Ia Nā Mokupuni</i>  (HPS) Chapter 1: <i>The Formation of the Hawaiian Islands</i>	<b>Content Theme(s):</b> - The Legend and Science Behind Formation - Stages of Growth - Coral Growth and Development	<b>Content/Subjects Covered in HOO + HPS:</b> <b>geological origins, volcano growth, calderas, cones, erosion, volcanic map of islands, stages of atoll growth, development of coral, individual island growth (of major Hawaiian islands), physical island characteristics, place name origins, ocean and wind plant arrival and impact on surface growth of islands, birds brought plants, climate and geographic location to other land masses,</b>
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Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns	Human Distribution	Content Standard SS.4.2.16.2 / Explain how geographic characteristics of the islands influenced locations of early settlements	Characteristics: locations of accessible fresh water, natural harbors, relatively flat and arable land
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<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO) Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b>  (HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loina Hawai'i Like 'Ole</i>  (HPS) Chapter 4: <i>Life in Early Hawai'i</i>	<b>Content Theme(s):</b> - The Land - Daily Life	<b>Content/Subjects Covered in HOO + HPS:</b> <b>influences of belief in gods and land ownership, assessment of land for natural resources and agricultural use, early life in homes near ocean, food resources for survival, accessibility to beaches and easy water access for canoe travel, assessment of kai (sea), kula (plains), uka (uplands)</b>
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Geography Anchor Standard 14 - Human-Environment Interaction: Place, Regions & Culture	Environmental Modification	Content Standard SS.4.2.14.3 / Describe how the original settlers modified their environment	Modifications: building of fishponds, introduction of new plants and animals, redirection of water flow for agriculture
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<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO) Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b> (HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loina Hawai'i Like 'Ole</i> (HOO) Chapter 3: <i>Hawaiians Farmed, Ka Mahi 'Ai 'Ana</i> (HPS) Chapter 4: <i>Life in Early Hawai'i</i>	<b>Content Theme(s):</b> - Settlers Brought Plants and Animals To Hawai'i - The Land - Daily Life	<b>Content/Subjects Covered in HOO + HPS:</b> <b>voyagers introductions of plants and animals, weather influences on land use, uses of plants, māhelehele 'ia ka 'āina (the land was divided), development of uka, kula, and kai, development of lo'i (kalo patches), nā 'auwai (water ditches), farming practices</b>
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<b>Theme 3 Early Hawaiians &amp; the Land</b>	<b>Social Studies          Elementary: Grade 4 (HCCSS)          Bess Press Inquiry Alignment</b>
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Anchor Standard	Topic	Content Standard	Sample Content/Concepts
Economics Anchor Standard 10; Exchange & Markets	Natural Resources	Content Standard SS.4.3.10.1 Analyze how early Hawaiians used natural resources to meet their needs	Natural Resources: animals (e.g. fish, pig, bird), plants (e.g. taro sweet potato, breadfruit), rock (Obsidian, lava) / Needs: clothing, food, shelter, transportations, tools, weapons

<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO) Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b> (HOO) Chapter 3: <i>Hawaiians Farmed, Ka Mahi 'Ai 'Ana</i> (HOO) Chapter 4: <i>Hawaiians Fished, Ka Mahi 'Ai 'Ana</i> (HOO) Chapter 5: <i>Hawaiians Made Many Things, Hana Nā Hawai'i I Nā Mea Like 'Ole</i> (HPS) Chapter 4: <i>Life in Early Hawai'i</i>	<b>Content Theme(s):</b> - Climate and Seasonal Influences - Local Environment	<b>Content/Subjects Covered in HOO + HPS:</b> <b>weather and moons, gods, tools, purpose of planting and growing, growing kalo, cultivation and uses, varieties, growing sweet potatoes, harvesting, preparing sweet potatoes, gourds and their uses/functions, sugarcane, ka wauke planting, cultivation (bark uses for clothing) different types of animals as food sources and when eaten, ka ka'ana like 'ana (sharing), fish gods, lawai'a (fisherman) and kilo i'a (lookout) and roles, inshore fishing, freshwater fishing, hand fishing, fish baskets and traps (construction and uses), spear fishing, hook-and-line fishing, deep-water line fishing, net making, ka hukilau, pens and homes for fish, fishponds, conservation and sustainability to cultivation, tools, cordage, wood carving, stonework, canoes, clothing, featherwork, housing, mats, baskets, Legend: Ku'uila</b>
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Geography Anchor Standard 15 / Human Populations: Spatial Patterns and Movements	Native vs. Non-Native	Content Standard SS. 4.3.15.2 / Differentiate between native and non-native plants and animals used by early Hawaiians	Native Fish, geese (nene), ilima, koa, mountain raspberry (akala), olona / Non-Native: banana, breadfruit, candlenut (kukui), chicken, coconut, dogs, gourds, milo, mountain apple, mulberry, pigs, sweet potato, sugarcane, taro, ti leaves
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<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO) Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b> (HOO) Chapter 1: <i>The Island Were Bom, Hānau 'Ia Nā Mokupuni</i> (HPS) Chapter 2: <i>The Coming of Plants and Animals</i>	<b>Content Theme(s):</b> - The First Living Things To Come - Changes	<b>Content/Subjects Covered in HOO + HPS:</b> <b>classifications of endemic, indigenous, and introduced; changes in plants, birds and insects; settlers found plants in Hawai'i and those plant species names, characteristics and uses; settlers introduced plants to Hawai'i and those species names, characteristics, and uses; animals introduced to Hawai'i</b>
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**Theme 4 The Evolution of Hawaiian Culture**

**Social Studies**  
**Elementary: Grade 4 (HCCSS)**  
**Bess Press Inquiry Alignment**

<b>Anchor Standard</b>	<b>Topic</b>	<b>Content Standard</b>	<b>Sample Content/Concepts</b>
Geography Anchor Standard 16 - Global Interconnections: Changing Spatial Patterns	Hawaiian & Other Polynesian Cultures	Content Standard SS.4.4.16.1 Compare aspects of early Hawaiian culture & other Polynesian cultures	Languages: phonetics and words / Artifacts: adzes (ko'i), clothing (kapa), hooks (Makau), mats (moena, nets ('upena) / Myths & Dances: Hawai'inuiakea, Hina, Maui, Pele, hula

<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO) Hawai'i The Pacific State (HPS)	<b>Topic(s) within HOO + HPS:</b> (HOO) <i>Introduction, Language Guide</i> (HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loīna Hawai'i Like 'Ole</i> (HOO) Chapter 8: <i>Hawaiians Loved Stories and Music, Nā Hana Ho'onanea</i>	<b>Content Theme(s):</b> - Language - Agriculture - Class Structure	<b>Content/Subjects Covered in HOO + HPS:</b> <b>'ōlelo Hawai'i language guide and linguistic similarities to Polynesian language, stories and myths, hula, poetry and music, voyaging practices, government and religion, kapu system (origins, Hawaiian practice), class structure, hale (housing) construction,</b>
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Civics Anchor Standard 7 - Civic Virtues and Democratic Principles	Core Values of Early Communities	Content Standard SS.4.4.7.2 Explain how core values of the early Hawaiians are applicable to modern-day Hawai'i	Core Values: kokua, ohana, lokahi, kuleana, pono, pii'uhane/ho'omana, malama
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<b>Bess Press Curriculum Resource:</b> Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)	<b>Topic(s) within HOO + HPS:</b> (HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loīna Hawai'i Like 'Ole</i>	<b>Content Theme(s):</b> - Nā Kumu Mana'o'io	<b>Content/Subjects Covered in HOO + HPS:</b> <b>Hawaiian values and relationship to societal structure, job structure; Values covered: aloha, 'imi na'auao (to see knowledge), ho'ihi (respect), ha'aha'a (humility), kōkua (help), kuleana (responsibility), laulima (cooperation), lōkahi (unity), mālama (caring), pono (to be moral/proper)</b>
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Anchor Standard	Topic	Content Standard	Sample Content/Concepts
Civics Anchor Standard 6 - Civic & Political Institutions	Hawaiian Gods	Content Standard SS.4.5.6.1 Investigate the roles of gods in early Hawaiian Society	Hawaiian Gods & Their Roles: Hi'iaka (source of origin & migration stories), Kanaloa (ocean), Kane (fresh water), Ku (warfare), Lono (agriculture, makahiki), Pele (fire, volcanoes)
<b>Bess Press Curriculum Resource:</b>  Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)	<b>Topic(s) within HOO:</b>  (HOO) Chapter 2: Hawaiian Life Had Many Laws, Nā Loina Hawai'i Like 'Ole	<b>Content Theme(s):</b>  - The Gods, Nā Akua	<b>Content/Subjects Covered in HOO:</b>  Descriptions of akua (gods), emphasis on the four main akua Kāne, Kanaloa, Lono, and Kū, forms and function of akua, relationships to agriculture, war, nature; special akua (Laka, Pele); 'aumakua; worshipping akua, pule ipu, images of akua (ki'i akua), heiau (temples) types, functions, ceremonies, akua and class affiliation;
Civics Anchor Standard 6 - Civic & Political Institutions	Roles & Responsibilities	Content Standard SS.4.5.6.2 Summarize how the concept of mana and one's genealogy determined rights & responsibilities	Acquisition of Mana - through actions and or genealogy / Ali'i: connected to gods, responsible for monitoring & distributing resources—governance of land and people, Kahuna: advisors to the ali'i, experts and teachers of various occupations / religious leaders, Maka'ainana: commoners, labor force, warriors, Kaua: outcasts, prisoners, sacrificial offerings, slaves
<b>Bess Press Curriculum Resource:</b>  Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)	<b>Topic(s) within HOO:</b>  (HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loina Hawai'i Like 'Ole</i>	<b>Content Theme(s):</b>  - Classes of People	<b>Content/Subjects Covered in HOO:</b>  four main classes of people, roles, functions, subsets of classes and their roles and functions in ancient society, nā ali'i (chiefs), types of ali'i and functions, kahu hānai (guardians), kahuna, kālaimoku, kahuna nui; maka'āinana (commoners) and roles/functions; nā kauā (outcasts) role and designations; priests and experts (ka 'oihana kahuna) and roles/functions; doctors and healers (nā kāhuna lapa'au); mana belief and presence in all things

Anchor Standard	Topic	Content Standard	Sample Content/Concepts
Civics Anchor Standard 8 - Processes, Rules and Laws	Kapu & Regulations	Content Standard SS.4.6.8.1 Explain how the kapu system regulated people's behavior & lives	Gender Regulations: Food & eating restrictions (ʻai kapu), work roles / Calendar Regulations -makahiki season / Religious Regulations: bathing, noise, rituals, travel, / Consequences of Violations: banishment, death / Opportunity for Forgiveness: pu'uhonua
<p><b>Bess Press Curriculum Resource:</b></p> <p>Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)</p>	<p><b>Topic(s) within HOO:</b></p> <p>(HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loina Hawai'i Like 'Ole</i></p> <p>(HOO) Chapter 3: <i>Hawaiians Farmed, Ka Mahi 'Ai 'Ana</i></p> <p>(HOO) Chapter 4: <i>Hawaiians Fished, Ka Lawai'a 'Ana</i></p>	<p><b>Content Theme(s):</b></p> <p>- Ke Kapu, Systems of Management</p>	<p><b>Content/Subjects Covered in HOO + HPS:</b></p> <p><b>organization and specific purposes of government; systems of management and class roles (ke kapu), gender roles, family structure, tax structure, education; treatment and rituals for the deceased based on class; land division and management based on class; resource management and kapu application/purpose; role of 'ohana in society; taxes (ka 'auhau) and mokupuni management; education (ka ho'ona'auao 'ana) and special skills training; feasts and holidays (ka 'aha 'aina me nā lā nui); pu'uhonua (place of peace/safety) and function for all classes</b></p>
Economics Anchor Standard 9 - Economic Decision Making	Kapu and Economics Decisions	Content Standard SS.4.6.9.2 Analyze how the kapu system maintained natural resources	Natural Resources: Fish, food plants, plant materials
<p><b>Bess Press Curriculum Resource:</b></p> <p>Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)</p>	<p><b>Topic(s) within HOO:</b></p> <p>(HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loina Hawai'i Like 'Ole</i></p> <p>(HOO) Chapter 3: <i>Hawaiians Farmed, Ka Mahi 'Ai 'Ana</i></p> <p>(HOO) Chapter 4: <i>Hawaiians Fished, Ka Lawai'a 'Ana</i></p>	<p><b>Content Theme(s):</b></p> <p>- Ke Kapu, Systems of Management</p>	<p><b>Content/Subjects Covered in HOO:</b></p> <p><b>land management and stewardship based on class; purpose of kapu as resource management; moku, ahupua'a, uka, kula, kai, 'ili; pūlo'ulo'u (kapu sticks) meaning;</b></p>



Anchor Standard	Topic	Content Standard	Sample Content/Concepts
Geography Anchor Standard 14 - Human-Environment Interaction: Place, Regions, Culture	Land Usage & Human Modification	Content Standard SS.4.7.14.1 Use maps & illustrations to explain how Hawaiians used and modified land in the ahupua'a	Use of Land: highlands (Mauka): farming, feathers, freshwater sourcing, medicines, wood; lowlands (makai): farming, fishing, limu shellfish / Modifications of the land: clearing of land for farming, terracing, creating fishponds (loko i'a), diverting water through canals for irrigation of terraced kalo plantings (lo'i)
<b>Bess Press Curriculum Resource:</b>  Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)	<b>Topic(s) within HOO:</b>  (HOO) Chapter 2: <i>Hawaiian Life Had Many Laws, Nā Loina Hawai'i Like 'Ole</i>  (HOO) Chapter 3: <i>Hawaiians Farmed, Ka Mahi 'Ai 'Ana</i>  (HOO) Chapter 4: <i>Hawaiians Fished, Ka Lawai'a 'Ana</i>  (HOO) Chapter 5: <i>Hawaiians Made Many Things, Hana Nā Hawai'i I Nā Mea Like 'Ole</i>	<b>Content Theme(s):</b>  - Mokupuni management	<b>Content/Subjects Covered in HOO:</b>  <b>ka 'āina (the land) and how it's divided; ali'i 'ai moku; akua presence in the land; land genealogy; weather and moons, tools, kalo, water, water ditches, kalo patches, growing kalo, harvesting, preparation; land kalo, ke olonā (olonā bark); salt (ka pa'akai); sharing of crops and ahupua'a resources; raising of chicken, pigs, and dog on land; functions and uses of natural resources;</b>
Economics Standard 10: Exchange & Markets	Specialization of Skills	Content Standard SS.4.7.10.2 Analyze how specialization of labor & the exchange of goods and services created a successful interdependent society in the ahupua'a	Specialization of Labor: allowed for increased productivity, expertise, and efficiency / exchange of goods & services led to an increased standard of living for all
<b>Bess Press Curriculum Resource:</b>  Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)	<b>Topic(s) within HOO:</b>  (HOO) Chapter 5: <i>Hawaiians Made Many Things, Hana Nā Hawai'i I Nā Mea Like 'Ole</i>	<b>Content Theme(s):</b>  - Training and Specific Skill Sets for communal use	<b>Content/Subjects Covered in HOO:</b>  <b>the roles and functions of the maka'āinana and chiefs were complimentary; canoe making, kapa making, ke kaula (cordage) and functions, wood carving for tools, weapons and bowls; stonework (functions in heiau, fishponds, kalo patches), clothing (ka lole), plant identification for creating dye/color (color associations with class rank), featherwork (nā mea hulu), hale construction by class; trade of resources amongst class</b>

Anchor Standard	Topic	Content Standard	Sample Content/Concepts
Civics Anchor Standard 8 - Processes, Rules, and Laws	Governance of the Ali'i	Content Standard SS.4.8.8.1 Explain the roles & responsibilities of the ali'i in governing Hawaiian Society	Roles: appointing konohiki, collection of taxes, controlling the makeup of families, distributing resources, engaging in conflicts to gain mana and resources / Responsibilities: demonstrating, maintaining, and acquiring power (mana), following the recommendations and advice of Kahuna, maintaining balance and well-being of the people (pono)
<b>Bess Press Curriculum Resource:</b>  Hawaiians of Old, Nā Kānaka Maoli O Ka Wā Kahiko (HOO)	<b>Topic(s) within HOO:</b>  (HOO) Chapter 2: Hawaiian Life Had Many Laws, Nā Loīna Hawai'i Like 'Ole	<b>Content Theme(s):</b>  - Nā Ali'i (Chiefs)	<b>Content/Subjects Covered in HOO:</b>  Hawaiian government; influence of Pā'ao; different kinds of ali'i, their roles and functions, ali'i jobs, ali'i as ruling class; ali'i as leaders of the people, resource managers; role and function of ali'i supports (nā kahu hānai, guardians; ke aloali'i, chiefs helper; kahuna nui, high chiefs main priest); enforcement of kapu, creation and modification of lays, tax collection
History Anchor Standard 17 - Change, Continuity, and Context	Rise of Kamehameha I	Content Standard SS.4.8.17.2 Analyze major events that led to the unification of Hawai'i Island by Kamehameha I	Major Events: The three prophecies (born under a bright star on a stormy night, lifting the Naha stone, building of Pu'ukohola Heiau), the gaining of mana by Kamehameha I (inheritance of the Ku image from Kalani'opu'u, recognitions as an outstanding warrior, marriage to higher ranking wives) battle victories, (Moku'ohai, Hilo, Ka'u)
<b>Bess Press Curriculum Resource:</b>  <b>Textbook -</b>  Hawai'i: The Pacific State (HPS)	<b>Topic(s) within HPS:</b>  (HPS) Chapter 1: <i>King Kamehameha I</i>	<b>Content Theme(s):</b>  - King Kamehameha I (1795-1819)	<b>Content/Subjects Covered in HOO:</b>  kahuna prophecy to Keku'iapoiwa, role of Nae'ole, name of Kalan Pai'ea Wohi o Kaleikini Keali'ikui Kamehameha, training of Kamehameha at young age, chief Kalani'ōpu'u and care of the war god Kūkā'ilimoku (Kū); death of Kiwala'ō  People: King Kalani'ōpu'u, Kiwala'ō, Kalanimōkū, Keōua, Keawema'uhili, Kahekili, Kā'eo and Kalanikūpule, Captain George Vancouver, Isaac Davis, John Young; Events and key incidents influencing historical change: Pai'ea's (Kamehameha) early life, upbringing, education/mentorship, "Māmalahoe/Law of the Splintered Paddle," civil war in the islands, Battle of Nu'uauu; ships Eleanor and Fair American; Legends: Kamehameha and The Pōhaku Naha, The Conch Shell of Kamehameha, Kānāwai Māmalahoe, "