

Intended for Grades: 6-12 **Est. Time:** 60 min.

Lesson Title: A MELE CREATION

Lesson Purpose: Students will:

- * Learn that our connection to a certain place can be captured through our senses
- * Use sight, smell, sounds, touch, emotions, and relationships to create a valuable oratory that preserves important ideas through *oli*

Materials & Preparation:

- * Story of *Olomana* PowerPoint (See Lesson Resource); ability to project & share PPT
- * Binder paper and pencils/pens

Background Information:

For Hawaiians of the past who had an oral culture, *Oli*, or chants were how history was preserved and honored. *Oli* were written to record information about the life & death of royalty, about *‘ohana*, special ceremonies, events, relationships, and stories of place.

These days we have many other ways to learn about and preserve history, including reading and writing, iPads and computers, and videos and recordings. Fortunately, cultural practices are also preserved, as there are still people in Hawai‘i who continue to write chants to share about life.

Oli today can be expressed in a variety of ways, from a traditional style of chant to a rap, slam poem, or modern song. *Oli* can include memories, feelings, smells, tastes, touch, hearing, and sight. Understanding of senses adds to the preservation of the experience being documented.

Composing comes from within, and an *Oli* can share important knowledge and feelings. A person’s composition can express their “Sense of Place” by telling a special story or experience about a certain location. An *Oli* can also share one’s love for this place, encouraging future generations to also value and respect the area being described and honored.

Steps:

1. Introduce the idea of composing chants by inviting students to share what they know about *oli*, or chants. *What is their purpose? Why were they created? What are they about? How do you feel when hearing an Oli?*
2. To deepen understanding, share the story of *Olomana* and an *Oli* entitled “*Nā Mele No Maunawili*” created in relationship to this story. NOTE: Open the lesson PowerPoint in Slide Show Mode to enable the sound buttons. Have group members volunteer reading the story presented on the first four slides of the Lesson PowerPoint. Discuss what was understood and the values shared in this story.
3. Distribute paper and ask students to write on the top line their full name: First, middle, last, & nick name.
4. Have participants write down the definition of *Oli* found on the slide that follows the story. Read the definition out loud for them as they write it. (Est. 2 minutes)

5. Next, read aloud the *Oli* entitled *He Mele No Maunawili*, shared on the following slide. Discuss what this chant might mean and how it connects to the *Olomana* story.

6. Share that students are going to learn this *Oli* as they also write down ideas to create their own chant about a special place. Share each slide for lines 1 - 7 by following this pattern:

- a. Read the line out loud; have students write it on their papers.
- b. Play the sound button and have students listen first and then chant along:
NOTE: Each audio recording will start at the beginning of the *Oli* to help students practice and learn it. Repeat the *Oli* as many times as needed.
- c. Ask students to write their own thoughts that relate to each line, using the following prompts. Provide 2-3 minutes to write ideas for each line.

* **Line 1: Write down the name of a place that you cherish, and share why.**
(I.e.: An *ahupua'a*, town, mountain, beach, forest, etc.).

* **Line 2: Write down some things that you can see, feel, taste, smell, or touch about the place you cherish.**

* **Line 3: Write down who the people are that make up your *lei* (Those who love and support you and are important in your life).**

* **Line 4: Write down what this place represents to you.**

* **Line 5: Write down the strengths you gain from this place.**

* **Line 6: Write down how you want this place to be remembered.**

* **Line 7: Write down the ways you can honor your place.**

7. Replay the entire chant to reinforce learning it. Then ask students to use their notes to write seven short phrases to create their own *Oli* of their cherished place. Students who write in English and hope to create a traditional *Oli* may want to find someone to translate it into Hawaiian. Participants can also create a non-traditional rap, slam poem, or song using this same content. (Est. 15-20 minutes)

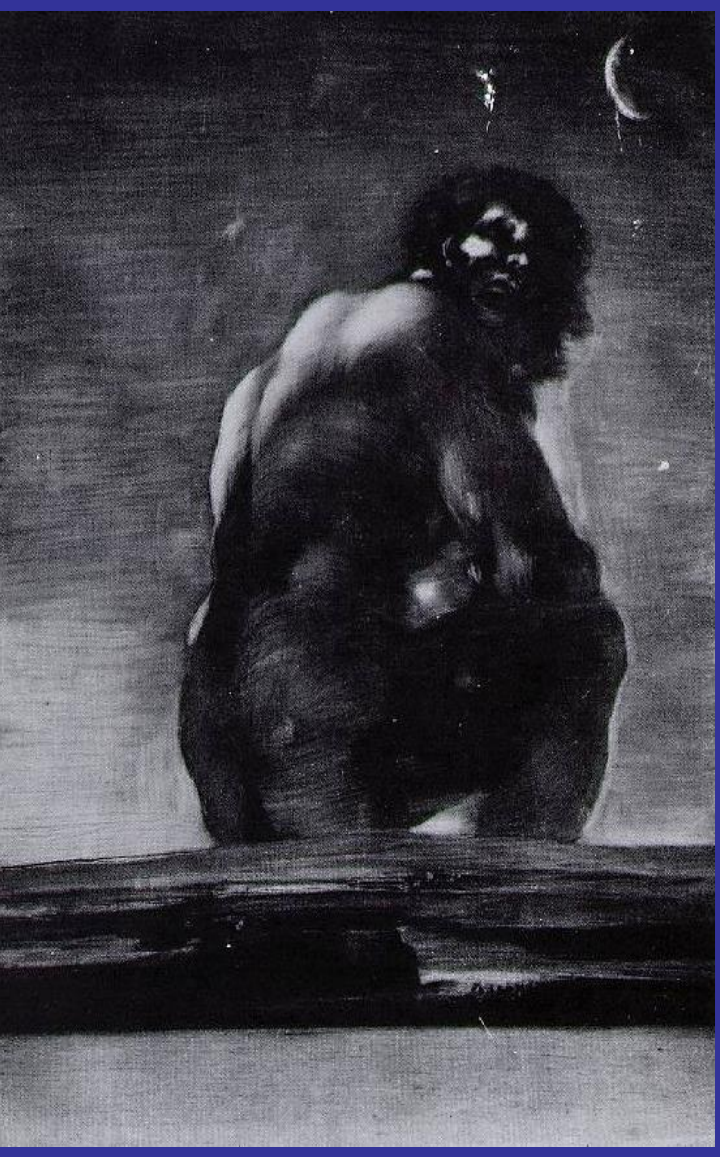
8. Help students think about what was learned during this activity using the reflection questions below.

9. Celebrate what was written by having students share their *Oli* at an appropriate time.

Reflection Questions:

- * *What has this activity taught you about a sense of place?*
- * *How has this activity helped you understand the Hawaiian perspective of *Oli*?*
- * *What are some important things that you learned about yourself?*

Story of Olomana



Olomana was one of five supernatural guardians left by Haumea, the goddess of childbirth, to care for the Windward side, from Kaoio Point to Makapu`u Point.

The five guardians were three males - Olomana, Pakui, and Ahiki – and two females - Makawao and Hauli.

Olomana was said to be over 36 ft. tall, and as the years progressed, he became known to be a dreadful chief. Anyone passing by Maunawili to Waimanalo would be killed by him.

During this time there was another supernatural from Kaua`i. He was born as a cord and was tossed on a rubbish heap. His grandmother, Hina, found him and took him to the spirit heiau called Alanapo.

It is here that he was raised and trained to become a great supernatural warrior. One of the names he was known as was Palila. Palila had a magic war club known as Huli-a-mahi, which he used to help his father become Chief of Kaua`i.



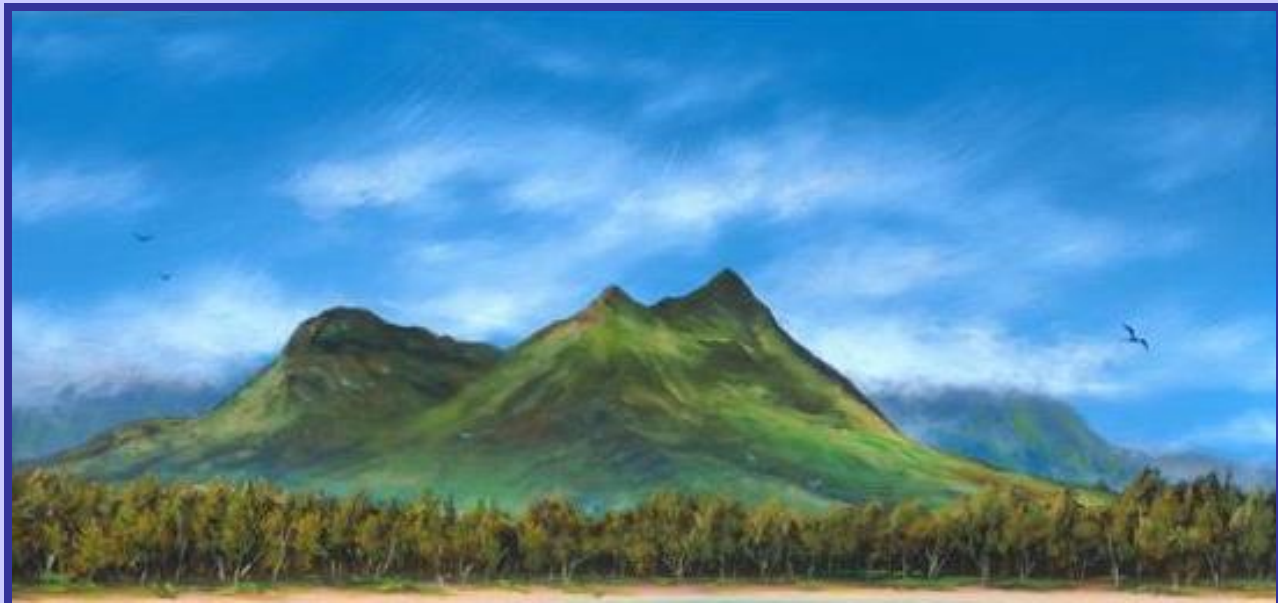
Palila was able to fly with his war club to any of the islands. Landing on O‘ahu, he meets the Chief Ahuapau from Waikele. This Chief was seeking someone to destroy an evil *kupua*, or shape-shifter, who was killing many of the fisherman and people who traveled near the ocean.

Palila arrives and destroys the shark kupua and is given Ahuapau’s daughters to marry. The chief feared Palila and sends him to Waimanalo without warning him of Olomana.



Palila sees Olomana and he swiftly flies and lands upon his shoulders. Olomana is surprised, saying that no one has ever dared to approach him. Olomana asked his name, and Palila told him he was Palila from the temple of Alanapo.

Olomana knew of this place and feared for his life. He begged Palila to spare his life, but because of Olomana's evil ways, Palila took his war club Huliamahi and sliced him in two. Half of Olomana's body flew towards the sea, known as Mahinui, and the other half the his remains is Olomana. The two ridges next to Olomana are called Ahiki and Pakui.



- **A song**

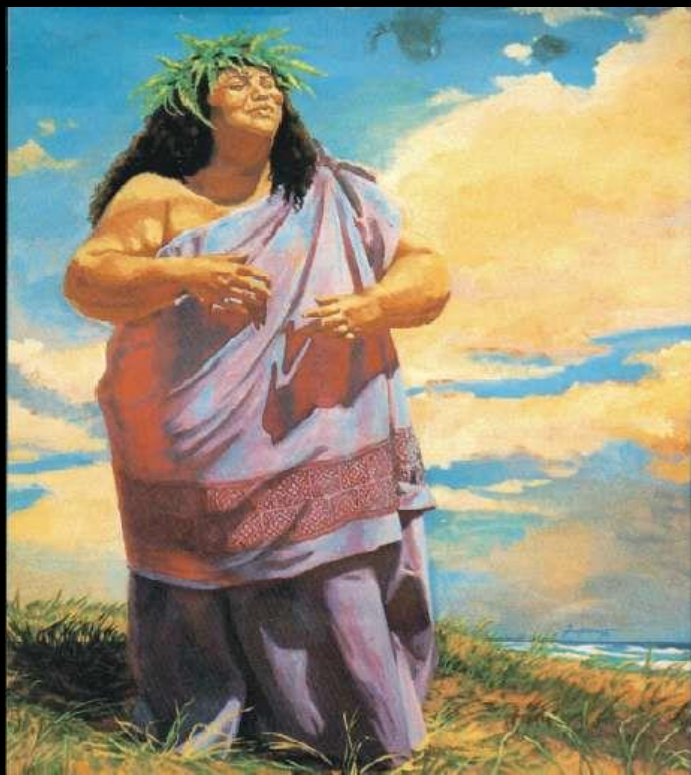
- **Formal chant or announcement**

- **Birth of an ali'i**

Oli



- **Special events**
- **Genealogy**
- **Honor place or person**
- **Ceremonies**




He Mele no Maunawili

1. **Pulama o Maunawili**
 2. **Me ke onaona i ka makani
o Hau-o-ma-ihi**
 3. **He lei o Haumea, Ahiki,
Olomana, Pakui, Makawao,
a Hauli**
 4. **He ku uwaki o Olomana,
he haumana**
 5. **O Palila i ke kumu**
 6. **Kaulana o Olomana,
he ka'ao poina'ole**
 7. **Aloha o Maunawili**
- He mele no, he mele no e**

1. Cherished is Maunawili
2. With the scent of the
Hauomaihi wind
3. A lei of Haumea, Ahiki,
Olomana, Pakui, Makawao,
and Hauli
4. Olomana a watchman,
a student
5. Palila, the teacher
6. Famous Olomana, an
unforgettable legend
7. Beloved Maunawili,
a song for you



 *Pulama o Maunawili*

**Name a place that you
cherish and share why.**



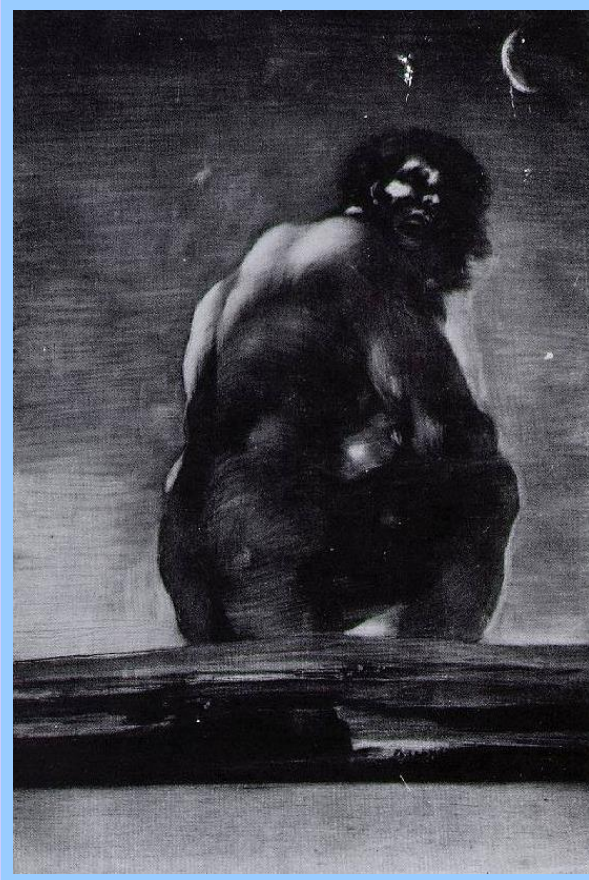
🔊 *me ke onaona i ka makani o Hau o maihi*

**What are some things that you can
feel, smell, see, taste, or touch?
(About that place you cherish)**



*He lei o Haumea, Ahiki, Olomana,
Pakui, Makawao, a Hauli*

Who are the people who make up your lei?



He ku uwaki o Olomana, he haumana

What does the “place you cherish”
represent for you?

Line #5

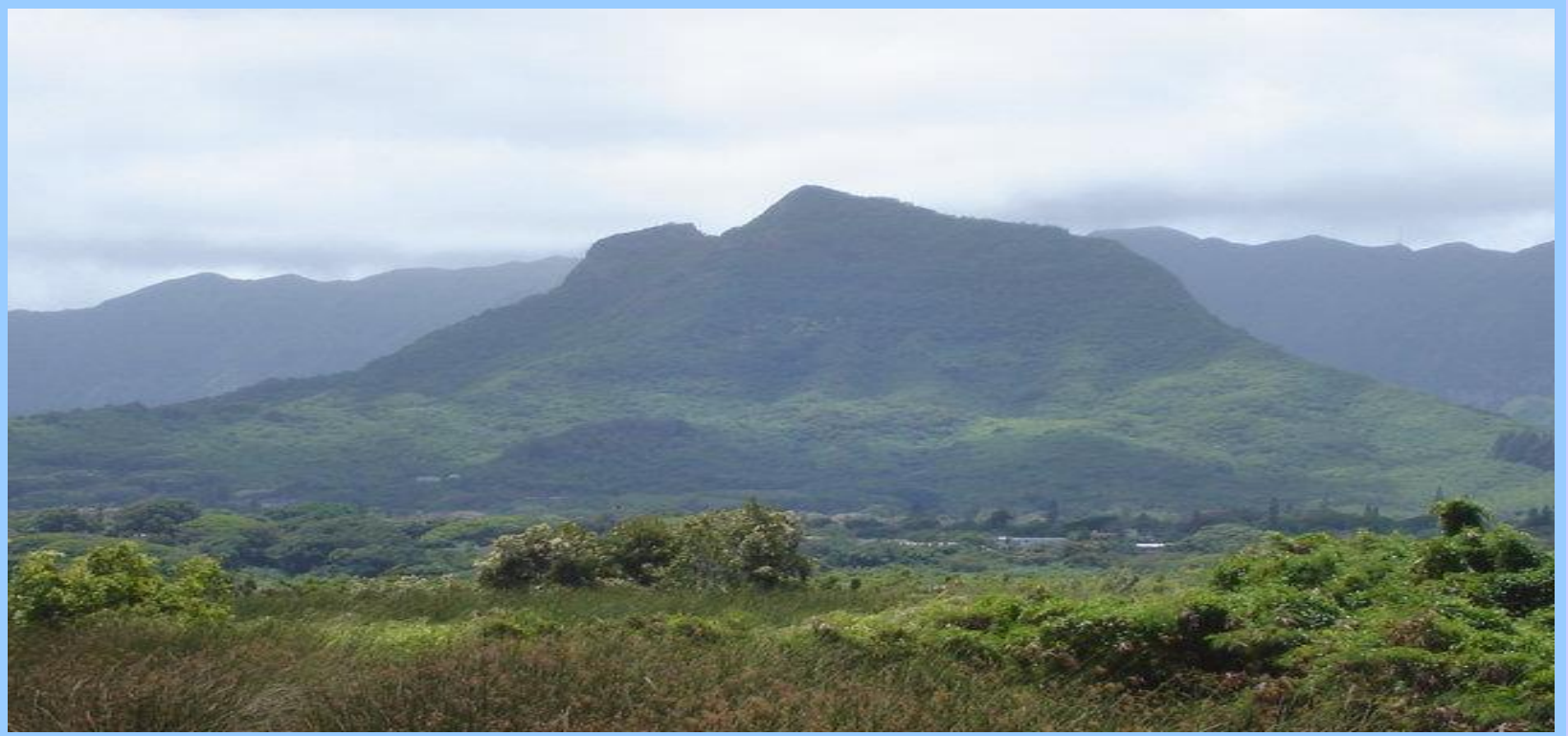


O Palila i ke kumu

List the strengths you
gain from that place.

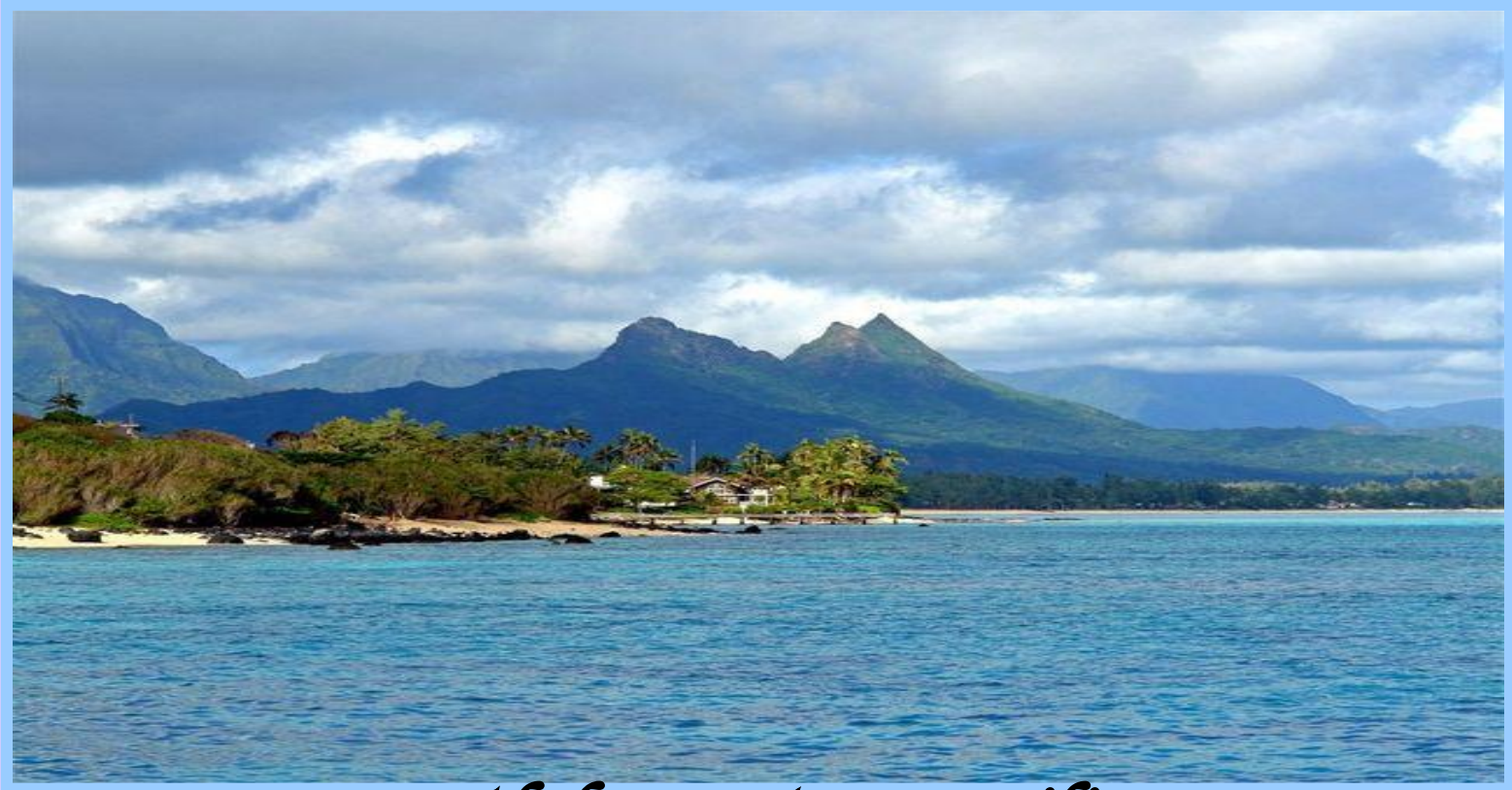


Line #6



 *Kaulana o Olomana, he ka'ao poina `ole*

How would you want this place
to be remembered?



*Aloha o Maunawili
He mele no, he mele no e*

**What are some ways you would
honor your place?**