

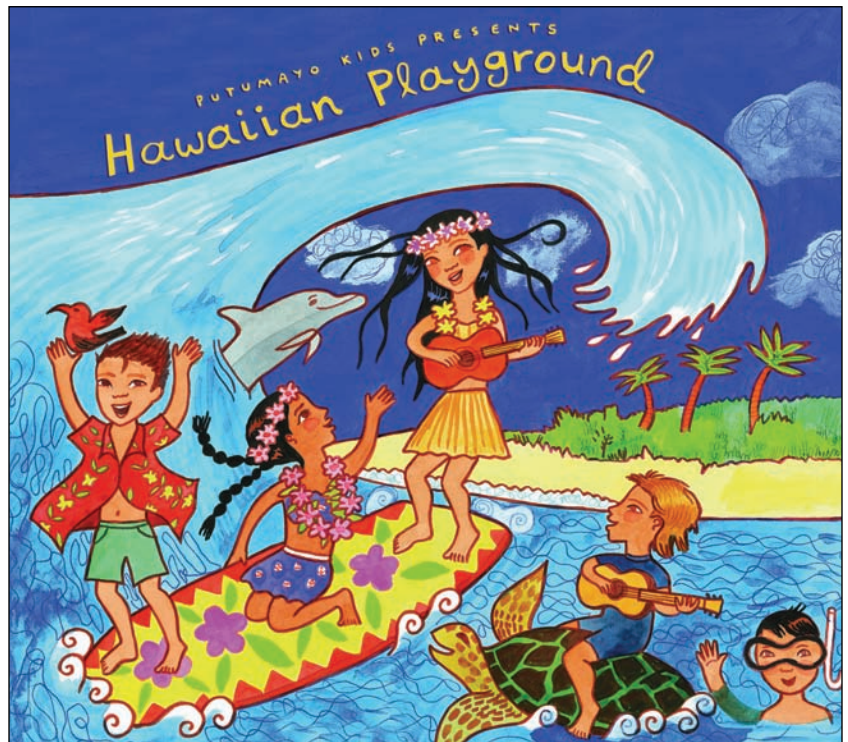
HAWAIIAN PLAYGROUND TEACHING GUIDE

INTRODUCTION:

Hawaiian Playground introduces you and your students to the beautiful music of Hawaii. The CD features both traditional and popular song styles, from native Hawaiian folk music to the Jamaican reggae-influenced “Jawaiian” music. This guide provides cultural/historical information, musical terms, activities and extension ideas for exploring Hawaii’s rich music culture with children. The activities have been designed for 2nd-4th graders, but can be adapted for children of all ages.

TRACK LISTING:

1. The Moonlighters * Right On
2. Willie K * Holoholo Ka'a
3. Ehukai * Moloka'i Slide
4. Teresa Bright * The Cockeyed Mayor of Kaunakakai
5. Justin Young * Pule O'o
6. Joe McDermott * Come to Hawaii
7. Raiatea * Po La'ila'i
8. Robi Kahakalau * Pi'i Mai Ka Nalu
9. Imua * Local to the Max
10. Keali'i Reichel * Toad Song



ACTIVITIES INCLUDE:

#1) Soundscapes



#2) Moloka'i Luau



#3) Surf's Up



LEARNING OBJECTIVES:

Students will:

- Recognize the sounds of traditional musical instruments in Hawaiian music, such as the ukulele.
- Compare and contrast Hawaiian music and celebrations to their own.
- Connect movement to the rhythm and meaning of a song

CULTURE & HISTORY

Eight main islands form the Hawaiian archipelago: Nihoa, Kauai, Oahu, Maui, Molokai, Lanai, Kahoolawe and the largest island, Hawaii. Located in the middle of the Pacific Ocean, they are the most remote populated places on earth, nearly 3,000 miles from the nearest continent. These islands, formed by under-sea volcanoes thousands of years ago, originally were uninhabited by humans and animals. Eventually plants grew from seeds brought by winds and visiting birds.

The first people to inhabit the islands arrived between 300 and 500 B.C. from other Polynesian islands. British explorer Captain James Cook arrived in 1778 and people from other lands followed. Queen Liliuokalani was the last reigning monarch of Hawaii when it was annexed by the United States in 1893. Hawaii was the 50th state admitted to the United States on August 20th, 1959.

Today, people from all over the world have settled in the Hawaiian Islands, and many come to visit as tourists. Hawaiian music blends influences from the diverse groups of people who have made the islands their home. You can hear the rich cultural influences and enormous pride Hawaiians have for their islands in this recording.



#1) Soundscapes

Every place has its own special sounds – the sounds of the animal life and natural world; the sounds of the people who live there; and the sounds of manmade things. The sounds that can be heard in a place are called its soundscape, just as the physical features of a place are called its landscape. Holoholo Ka'a offers an opportunity for students to listen closely to the unique sounds of the Hawaiian language and music and to compare them to their own.

You Will Need:

- CD player
- *Holoholo Ka'a* (Track #2)
- Lyrics to *Holoholo Ka'a*
- Hawaii Map
- Room to move
- Extension activity: notepads and audio recorder

Activity:

1) Write the title of the song – *Holoholo Ka'a* – on the board and ask children to sound it out. Tell them that *Holoholo Ka'a*, which translates as “Joy Ride”, is about friends taking a fast ride in a car through the mountainous roads of Hawaii. Explain that some of the volcanoes that originally formed the islands are still active today, and are a distinctive feature of the Hawaiian landscape. Discuss how every place has its own unique landscape.

2) Explain that every place also has its own distinctive soundscape – sounds like the calls of animals (Track #10 opens with the croaking of toads), the sounds of nature, and sounds made by the people who live there, such as their music and the languages they speak.

3) Explain that Hawaii has two official languages - English and Hawaiian. Hawaiian has only 12 letters – English has 26. The Hawaiian language uses 5 vowels: A, E, I, O and U; but only 7 consonants: H, K, L, M, N, P, W. In Hawaiian, every consonant is followed by a vowel, so all words end in vowels! The Hawaiian word, “Aloha,” used both as a greeting and to say good-bye, is a good example.

4) Play *Holoholo Ka’a* and ask children to pay attention to the way the language sounds. Ask them to compare the sound of Hawaiian to other languages they are familiar with. Discuss how the sound of the Hawaiian language is part of the sound of its music.

5) Musical instruments also give Hawaiian music a distinctive sound. The *ukulele* is a musical instrument that was developed in Hawaii in the 1800s. It looks like a small guitar with 4 strings and can be heard in many forms of Hawaiian music. Have children listen to the beginning of *Holoholo Ka’a* and pay attention to the sound of the ukulele. How is its sound different from a guitar?

6) Then have students take an imaginary ride through their own community. As a group, discuss the sounds you might hear on your trip. Choose a driver and have the other children follow behind as passengers. Encourage them to incorporate movements of riding in a car. Have the “passengers” take turns making the sounds of something you might see or hear on their trip. When the travelers return home, write a list on the board of the sights along the trip based on the sounds children made and heard. Then have students compose poems incorporating sights and sounds from their imaginary journey.

7) **Extension:** Take a community walk and use an audio recorder and/or notepad to record neighborhood sounds. Have students pause, close their eyes at points along the way, listen closely and record the sounds they hear. Encourage them to make sounds as well by stamping their feet or tapping objects with a stick. Back inside, draw a soundscape map of the neighborhood incorporating the sights and sounds from the walk.



#2) Moloka'i Luau

When people write songs about the places where they live, they often include things that are most distinctive about the place: the animals and plant life, features of the landscape, the people, the traditional foods, and special celebrations. In *Moloka'i Slide*, the singer describes what he likes about living on the island of Moloka'i.

You Will Need:

- CD player
- *Moloka'i Slide* (Track # 3)
- Lyrics to *Moloka'i Slide*
- Hawaii map
- Drawing paper and markers, oil pastels, or paint

Activity:

1) Locate the island of Moloka'i on the map of Hawaii. Explain that Moloka'i is known as “The Most Hawaiian Island” because of its unspoiled natural beauty. It contains a tropical rainforest, the world's highest sea cliffs, Hawaii's longest waterfall, and the largest white sand beach in the state.

2) Play *Moloka'i Slide* and ask children to describe their initial impressions of the song.

3) Tell children that *Moloka'i Slide* is about a *luau*, a Hawaiian feast that features traditional dishes made with coconuts, raw fish, and chicken, and entertainment such as Hawaiian music and hula, a Hawaiian folk dance. Ask children to think about their own traditional celebrations and feasts. What foods are served? What do people do for entertainment – sing songs, dance, play games, tell stories?

- 4) Distribute the lyrics to *Moloka'i Slide*. The song describes a scenic wagon ride up a mountain on the island to the town of Mapulehu for a luau. Discuss how the singers paint a picture of the place where they live with words. What images of Moloka'i do they see after listening to and reading the lyrics?
- 5) Have students create a drawing or painting inspired by images from the song. Play *Moloka'i Slide* while they work.
- 6) Hold a class luau, or feast, where children bring traditional dishes from their families and share the ideas and images that informed their artwork.
- 7) **Extension:** *Moloka'i Slide* expresses the love that people of Moloka'i feel for their island home. Point out how each line begins with "I like..." and ends with "There's no place I'd rather be." Discuss with children what they like about the places where they live. Write a group poem, or song, beginning some lines with "I like..." and ending with "There's no place I'd rather be." Read the poems or sing the song at the class luau.



#3) Surf's Up

Located in the middle of the Pacific Ocean and surrounded by the sea, the Hawaiian Islands are known for their beautiful beaches and the sport of surfing, an integral part of Hawaiian culture. Today, people come from all over the world to ride Hawaii's giant waves, some of the best for surfing in the world.

You Will Need:

- CD player
- *Pi'i Mai Ka Nalu* (Track # 8)
- Lyrics to *Pi'i Mai Ka Nalu*
- Room to move

Activity:

- 1) Explain that if you combine the words "Jamaica" and "Hawaiian," you come up with "Jawaiian." That's the style of this song, which was invented when musicians started combining reggae (music from the island of Jamaica) with Hawaiian music. The easy-going, offbeat rhythms of reggae made Jawaiian music very popular in Hawaii.
- 2) Play the song and have children listen to the beat and get a feeling of moving to it – swaying, moving their arms and heads – while seated
- 3) Ask if any of the children have ever seen anyone surfing—at the beach, in pictures or in movies. Talk about how you have to keep your balance on the surfboard while not moving your feet and zooming along on top of the waves.
- 4) Have children stand and see what kinds of movements they can make without moving their feet out of position. How can they keep their balance?
- 5) Distribute the lyrics and read them together. The singer is describing how the surfers lie on their boards and paddle to meet the big waves breaking, then stand up and ride the waves to the shore.
- 7) Discuss how it felt to move their bodies with their feet planted in one spot. Was it difficult or easy? Could they imagine that they were surfing on a giant wave in Hawaii? Did anyone fall off into the ocean?

CLOSING QUESTIONS

- What are some of the distinctive features and musical instruments used in Hawaiian music?
- How is Hawaiian music different from other music you have heard?
- What are some of the traditions celebrated on the Hawaiian Islands?
- What did you learn about the landscape and soundscape of Hawaii from the songs?



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