

Picturing Hawai'i Tour Contents for Docent Guide

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Enduring Understanding

Communities and cultures change over time as they make contact with others.

People migrate for a variety of reasons throughout history.

People have different viewpoints of the same events.

Art objects allow us to investigate people and places of the past.

Art is a reflection of changing cultures.

As cultures come into contact with each other, ideas are shared and exchanged.

Essential Questions

How is the art of Hawaii related to the art of the Pacific?

How did the Western contact with Hawaii change culture and art?

How does art differ between the Hawaiians and other groups that came to Hawaii?

How do cultural traditions change through history?

What cultural contributions did different groups make to Hawaii and how did they change Hawaii?

Why do various people come to Hawaii and Polynesia? How does each group experience the islands? How do significant people affect Hawaii?

What is art?

How does art reflect culture?

Why do people create art?

How does art help us understand other people?

How do people express art? How and why does it change through time?

Tour Goal

To expose students to the cultural, economic and physical changes brought about by newcomers/visitors throughout history.

Gallery Goals

Gal 13 Explore materials and Pacific map to understand the cultural characteristics and contributions of Oceania to Hawaii

Gal 29 Explore the various foreign visitors viewpoints of Hawaii and its people reflected in art and local artists

Gal 4 Compare points of view of Hawaiians and visitors

Tour benchmarks

Benchmark SS.4.1.1 Describe both change and continuity of aspects of Hawaiian culture (including religion, land use, and social systems)

Benchmark SS.4.3.3 Describe the cultural contributions of different groups to the development of Hawaii

Benchmark SS.4.3.4 Describe the theories of early migrations from parts of Polynesia to Hawaii, including migration myths and legends

Benchmark SS.4.3.5 Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa'ao) or the Polynesian region and describe what their lives and experiences were like.

Benchmark SS.4.3.7 Describe the interactions (including economic exchanges and wars) among different cultural and ethnic groups in early Hawaii

Benchmark SS.4.6.3 Describe the changes in Hawaiian culture through contact with Westerners

Benchmark SS.4.7.1 Identify the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses

Benchmark WL.IE.4.1.1 Engage in conversations about likes, dislikes, and personal preferences (role-play)

Tour Route

22 m in **Gallery 4**

22 min **Gallery 13**
22 min **Gallery 29**
22 min **Gallery 29**

Required works of art

Gallery 4 Dampier portraits, timeline activity

Gallery 13 Map, stick chart, drum (HI and Melanesian), kapa, amakua figure, feather lei

Gallery 29 Volcano landscape painting

Gallery 29 Foreign visitor view of Hawaii: explorer sketches (currently on view), missionaries (quilt, kam sculpture), western artists images (Walden landscape, night fishing, troubador, young girl), local artists (Abe tree, Doi painting)

Required activities

Gallery 4

Point of View discussion and timeline

Gallery 13

Map and stick chart, materials hunt, compare groups – Melanesia, Micronesia, Polynesia

Gallery 29

Discussion on volcano paintings and poem writing

Gallery 29

Compare different groups and their art, write postcard

Required activities

Gallery 13 - Map – label area

Materials hunt

Discuss Migration

Discuss characteristics of Melanesian (drum), Polynesian (Maori and kapa) and Micronesian (figure)

Start at the map

Let's put the map together.

Discuss migration.

Discuss areas – Melanesia, Polynesia, Micronesia

Can you label your map on page x?

How would these three areas be the same? Would they all create similar works of art? Why or why not?

Talk about island life – focus on Melanesian drum

Explore

Look around the room and discover what materials are used.

Come back together by Hawaiian drum.

What materials did you find used in Oceania?

Where would you get these materials?

Why did they use these materials?

How did they shape, create the objects? (tools)

What kinds of things are they making? (drums, masks, deities, ancestors, clothes, utensils)

Discuss differences between Melanesian, Polynesian, Micronesian art

How so you think these cultural objects would change over time?

Discuss.

Gallery 4 –

Discuss portrait of Prince and Princess

How would their viewpoints differ from the artist viewpoint?

How would the prince and princess feel about the foreigners?

Talk about all the different people that have influenced Hawaii (explorers, missionaries, monarchs, merchants, western artists)

Activity: Timeline of outside contact with Hawaii: Pre-contact (traditional), explorers, missionaries, merchants, western artists, local artists art work.

Divide the students into groups. Let each group have a set of images. Let them determine what time period it is from.

Have the students work together to place the timeline in proper order.

Students may lean it upon the floor or hold the pictures and move around to get the proper order.

Sort images into timeline

Kapa and quilt, calico kapa

Buildings or towns – hale, mission house,

Explorer sketch, Kam 3, Man with fish, troubadour, contemporary

Landscape DH and early view, local view, volcano

Stick figure, kamahameha, abe tree

Gallery 29 - Landscape adjectives and Lune poem writing

Pele story

Discuss volcano viewing. Discuss how artists came from around the world to Hawaii to see the lava.

You will ask the students to create a Lune poem (like a haiku) from the viewpoint of the artists seeing the volcano for the first time or Native Hawaiians.

They will write a Lune poem, which has three lines, with 3 words in the first line, 5 words in the second line and three words in the final line. The first line will use 3 words from the fact list, the third line uses 3 words from the feeling list, and the middle line connects the first and second line in just three words.

Ask for words that are facts about the painting.

Ask for words that are feelings about the paintings.

What facts describe these images?

What words describe the feelings

What vivid verbs describe the power of the volcano?

Have students write words in booklet.

Give them some time to write poems in the booklet. Let a few share when completed. This project may be completed in class later.

Gallery 29 & 28 for Tattoo drawings-

Discuss the different groups that came to Hawaii. *Who and why?*

Use works of art to represent the various groups: Hawaiians, explorers, missionary, merchant, monarchy, western artist) Viewpoints -

Spend time discussing the time period with facts you can see in the painting.

Activity: Have students pick a person from a particular group (Hawaiian, explorer, missionary, merchant, monarchy, western artist) Let them work with a partner. One will be the Hawaiian, the other the foreigner. Let the students talk about how the viewpoint will be different from each side. Then each will write from their perspective about a chosen event based on a painting. The Hawaiian would be writing to someone on a neighbor island. The foreigner would be writing back home.

Write a postcard, by filling in the blanks in your booklet.

Postcard from _____

Date _____

Dear _____

Today I _____(activity such as we discovered the islands of Hawaii,
We were happy to be here because we wanted to _____
The people we met were _____ (describe)
What I saw that surprised me was _____
What I am concerned about is _____ (a concern of this person)

Yours, _____

Design stamp for your postcard if time allows.

Suggested questions

Landscapes or portraits

What do you see?
How does Hawaii look in this painting?
What do you know about this person from the painting?
What do you see that makes you say that?
Who do you suppose made this art? Who was his audience?
Why did these people come to Hawaii?
What did they find that they wanted? Why did they come?
What do you see that might be new to Hawaii in this work of art?
What changes to Hawaii do you notice?
What do you see in this paintings/sculpture that shows how Hawaii
might have changed? Do you see influences from Explorers,
missionaries, merchants, monarchy, western painters?
What did they find that surprised them?
What changes did they make/cause/leave? (buildings, religion,
fashion, books,

Gallery 13

Map

Let's put the map together.

Discuss migration.

Discuss areas – Melanesia, Polynesia, Micronesia

Can you label your map on page x?

Let's think about how these 3 areas are the same? Do they all create similar works of art?

Explore

Look around the room and discover what materials are used.

Come back together by XXX.

What materials did you find?

Where would you get these materials?

Why did they use these materials?

How did they shape, create the objects? (tools)

What kinds of things are they making? (drums, masks, deities, ancestors, clothes, utensils)

Discuss differences between Melanesian, Polynesian, Micronesian art

Think about how these items might have changed over time.

Suggested presentation ideas from docents

Post visit activities

Write postcards from different points of view:

Hawaiians

Explorers

Missionaries

Monarchy

Western painters

Gal 6 Write a poem that describes visiting the volcano