



TITLE

PRACTICING POETIC ANALYSIS WITH NATIVE HAWAIIAN POETRY

GRADE LEVEL: 9TH AND 10TH GRADE ENGLISH CLASSROOMS

DISCIPLINE: English (General Education)

TOPIC: Poetic and literary analysis on Native Hawaiian poetry.

STANDARDS: CCSS.ELA-LITERACY.L.9-10.1 | CCSS.ELA-LITERACY.L.9-10.2 | CCSS.ELA-LITERACY.L.9-10.3 | CCSS.ELA-LITERACY.L.9-10.4 | CCSS.ELA-LITERACY.L.9-10.5 | CCSS.ELA-LITERACY.L.9-10.6

OBJECTIVES:

At the end of this lesson, students will do the following:

- Develop an introductory knowledge and understanding of Native Hawaiian history, culture, literary traditions, and identity.
- Be able to identify rudimentary poetic elements: (speaker, form, imagery, figurative language, sound).
- Conduct basic literary analysis on a piece of poetry.
- Be able to identify the similarities and differences between two pieces of poetry.

These objectives will be completed all as a means to help students understand the distinction between various cultures and their contributions to literature whilst developing rudimentary literary analysis skills.

RESOURCES:

- [Slide Deck](#)
- [Link to printable PDF of Poem 1 \(Kahulu\)](#)
- [Link to printable PDF of Poem 2 \(Kumulipo\)](#)
- [Link to printable Guided Analysis Questions](#)
- [Link to printable Guided Analysis Questions ANSWER KEY](#)

MATERIALS NEEDED:

Internet access, printer, ability to make classroom copies.
Highlighters (3) colors for student use.

KIT INCLUDES:

- Explanation and Guide for Activities
- Background Reading for Educator
- PowerPoint Slides
- Video Links
- Educator Answer Key

CLASSROOM HOURS NEEDED:

Total Instructional Minutes: 85-100

FINAL ASSESSMENT TYPE:

Student worksheet

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INTRODUCTION

This lesson surveys the work of two contemporary Native Hawaiian poets, Jamaica Osorio and Donovan Kūhiō Colleps. Students will be working to analyze two poems, "Kahulu" by Donovan Kūhiō Colleps and Jamaica Osorio's "Kumulipo". Students will receive a brief lesson on Hawaiian culture and history with a specific focus on Native Hawaiian perspectives. The lesson will explain the importance of ancestral preservation, the significance of family, the preservation and protection of nature, and the impact of colonialism and the U.S annexation of Hawaii. These themes will be explored in the literary analysis of the poems, which will be guided through a supportive annotation process and guided questions.

Setting Classroom Norms:

Establish classroom norms that include accountability, understanding, and compassion. Utilize listening circles (optional) or restorative circles in order to create a welcome, inclusive environment. Take consideration of Native Hawaiian students present in the classroom.

ACTIVITY

Introduction: 10 minutes (Optional)

Writing Warm-Up: Students will be given 5 minutes to complete a writing warm-up by answering the following question: (Flexible use, exclude or choose questions best for your use).

- Do you have any traditions in your family?
- What are they?
- How did they begin?
- Do you think they will continue into the future?
- Are your family traditions something you enjoy or something you dislike?
- Do you know of family traditions that have been lost to your generation?

A virtual display of the Warm-Up question is included in the Lesson Slide Presentation (View Resources)

Teacher-led discussion: Instructor will guide students in a discussion of warm-up questions allowing students to share out, listen and connect with peers.

**ACTIVITY
CONTINUED:****STEP 1: Poem 1 Reading and Literary Annotations on "Kahulu" by Donovan Kuhio Colleps: (20-30 minutes)**

- Have students work in small groups of 3 or 4. (Create a desk layout that allows for easy collaboration and group work).
 - Without providing cultural or biographical context, distribute copies of Colleps's "Kahulu" to each student. (View Resource section for printable PDF of Poem 1). Let students know that "kupuna" is the Hawaiian word for ancestors/elderly.
 - Have students read silently on their own (5-7 minutes)
 - Have students collaborate in annotation work: (15 minutes)
 - Instruct students to mark interesting and important phrases, literary devices, and poetic elements as they re-read.
- If needed, review the annotating process. Refer to the Slide Deck for resources. Instruct students to annotate using only 1 color of pen/pencil as they work. (IE a student uses only blue colored ink to complete their annotations).
- Use the following questions to guide their annotations: (View Resource section above and open Slide Deck)
 - Check in with groups as they are working, encourage ideas, and critical thinking skills.

STEP 2: Providing Context and Guided Literary Analysis of Poem 1: Kahulu by Donovan Kuhio Colleps (20 Minutes)

- Using the Slide Deck, guide students through a brief lesson on Hawaiian culture and history with a specific focus on Native Hawaiian perspectives. Students should follow along as the lesson explains three important themes found in the poems: the significance of family and ancestral preservation, the importance and protection of nature, and the impact of the U.S annexation of Hawaii.
- As each topic is introduced, students will be prompted to add to their annotations, marking down where they see these themes in the text. As the slides reveal information pertinent to the poem's content, ask students to reevaluate their guesses of the poem's meaning and mark changes with A NEW COLOR.
- After the students independently identify or add these newly introduced themes, a full literary analysis of Poem 1 will be given, organized by the aforementioned topics with instructions and guided questions centered on completing accurate annotations. This will allow students the opportunity to correct their annotations.

**ACTIVITY
CONTINUED:**

Step 3: Guided Literary Analysis Group Work on Poem 2: "Kumulipo" by Jamaica Osorio (25 minutes) *Assessment of skills

- Students use what they have just learned about Native Hawaiian culture to make independent inquiries and practice literary analysis skills:
 - Set up students to watch the oral performance of Poem 2. ("Kumulipo" by Jamaica Osorio)
 - Video Link for "Kumulipo" by Jamaica Osorio is located on the slide deck. In the same (or different) collaboration groups of 3 or 4, students will use their annotations of "Kahulu" and the presentation slides to answer guided questions about Poem 2, which will include compare and contrast questions.
- *A written copy of Poem 2 will be provided for student reference (students need not make annotations on this copy unless they want to).
 - Printable PDF/Google Doc of Guided Questions and Printable PDF of Poem 2 are provided in the Resource section of this lesson located above.

Step 4: Activity Debrief: Closing Discussion of Guided Questions:

- Lead students in a discussion of guided questions. (Flexible Format)
ANSWER KEY can be found in the resource section above.
Encourage critical thinking, ask follow-up questions, guide responses if necessary.
- Options: Have each group pick a designated speaker to present answers to a question or cluster of questions.
- Have students volunteer answers to the questions.
- Break the question down and ask for voluntary student answers on pieces of each question.
- Use a random draw method after which selected student/s will answer the question.