# **Telling the Stories of Pu’uhonua o Hōnaunau Answer Key**

## Part I: Fly-Through

**Question 1)** Your teacher will show you a fly-through of Pu’uhonua National Historical Park. Use the space below to list all the archeological artifacts and features that you see. While some of these do date from 450 years ago, many were damaged over time by erosion and were recreated based on archeological evidence and oral histories.

Features may include the Great Wall, the multiple heiaus, the fishponds, the building and ki’i at Hale o Keawe, the lava rock platforms, building foundations, and the paths.

**Question 2)** After watching the fly-through, what do you think these artifacts and features were used for?

Answers will vary and may include housing, ceremonies, and fishing.

**Question 3)** Based on your answer, how could these resources help archeologists understand how people of the past lived?

Answers will vary. Based on the type of artifacts and features found, archeologists can know what activities people of the past were doing, and when and where they were doing them. Activities can include obtaining food, building houses, and performing ritual ceremonies.

## Part II: Touring Pu’uhonua

*Site 1: Great Wall, Pu’uhonua o Hōnaunau*

**Question 1)** When were the Great Wall and Pu’uhonua likely built?

The Great Wall and Pu’uhonua were likely built around 400 years ago, or around 1600.

**Question 2)** Which two types of people stayed here?

War refugees and individuals who broke kapu stayed at Pu’uhonua.

**Question 3)** How was the wall made?

The Great Wall was made with lava rocks and slabs, cobbles, and boulders fitted together without any mortar.

*Site 2: Ale’ale’a Heiau: Ka’ahumanu Stone*

**Question 1)** Which three types of evidence helped archeologists identify the Ale’ale’a heiau, Ka’ahumanu stone, and papamu?

Archeologists used archeological excavations, oral histories, and historical documents to identify what these three resources were used for.

**Question 2)** Why is it important to preserve these three types of materials?

Answers will vary. All three sources are part of cultural heritage and help understand more about how people of the past lived. Each tells a unique interpretation of a site, artifact, or feature.

*Site 3: Hale o Keawe: East View and Seawalls*

**Question 1)** Define ki’i.

Ki’i are wooden or stone images often with sacred power, or mana.

**Question 2)** Imagine that Hale o Keawe stood now as it did over 200 years ago. Of the many parts of the site that you read about, which would be archeological artifacts? Features?

The ki’i and offerings are artifacts. The stone wall, lava platform, building, palisade, and even holes left by the wooden stakes are archeological features.

*Site 4: Royal Grounds: Fishponds*

**Question 1)** Examine the image of fishhooks archeologists excavated from Pu’uhonua. Have you seen anything that looks like them? Where?

Answers will vary. Students may have seen fishhooks in stores, or in movies, books, or other media.

**Question 2)** Given your answer to Question 1, write down why these fishhooks were important. What can archeologists learn from them?

Fishhooks help catch needed food. They show how technology developed over time. They may also have other cultural meanings or symbolism.

**Question 3)** Imagine that you are an archeologist working at a site nearby Pu’uhonua and find several iron fishhooks and just one bone fishhook. How might knowing what the hook was made of help you date the site?

Metal fishhooks become more common after the late 1700’s when Europeans arrived on the islands. Therefore, the site likely was occupied after that time.

**Question 4)** Think about objects you use every day. What other artifacts or features would you look for to help understand when and how your site was used? Be creative!

Answers will vary. Artifacts may include architectural items (e.g. nails, tools), domestic items (e.g. ceramics, bottles, fishhooks), and personal items (e.g. buttons, jewelry). Features may include architectural foundations such as for houses or heiau, palisades, or stone walls.

## Part III: Pu’uhonua o Hōnaunau, Past and Present

**Question 1)** The picture above shows what the site looks like today. What kinds of threats to the site do you see?

The picture shows natural threats, such as water erosion and weathering. Modern development, shown here with roads and buildings, may also threaten resources.

**Question 2)** What can archeologists and members of the public do to help preserve Pu’uhonua o Hōnaunau for future visitors?

Protective barriers and structures can be created to protect the site from tides and weathering. Certain areas around and within the park can be made off-limits to development. Visitors to the park should not change or damage the resources in any way. They should stay on the paths and follow their guide’s instructions about what kinds of activities are allowed at which areas in the park.