



# ADVENTURE BOOK

**UA HĀNAU KA MOKU  
A KUPU, A LAU, A LOA, A 'AO, A MU'O  
KA MOKU I LUNA 'O HAWAI'I.**

BORN WAS THE ISLAND.  
IT BUDDED, IT LEAFED, IT GREW, IT WAS GREEN.  
THE ISLAND BLOSSOMED ON THE TIP.  
IT WAS HAWAI'I.



# Hawai'i Island National Parks JUNIOR RANGER ADVENTURE BOOK



## MAHALO (THANK YOU) . . .

to the children who shared their artful visions and aloha for this Adventure Book.

Hailey Rosario, Anthony Rosario,  
Rajleen Carlos, Skyla Lee, Chevis Marques,  
Alison Reese, Gina McGuire,  
Ka'ula Tringali, and Ashlyn Reese.  
(not pictured: Regan Stradtman-  
Carvalho)



Hannah Worley

Denise Kauahi-Higa, Destiny Kauahi-Higa,  
Aimee Shiraki, and Julia Enuton.



**HAVE FUN BECOMING A JUNIOR RANGER WHILE YOU  
EXPLORE, LEARN, AND PROTECT ALL NATIONAL PARKS.**

We look forward to saying "aloha" when you visit:

- Pu'ukoholā Heiau National Historic Site
- Kaloko-Honokōhau National Historical Park
- Pu'uuhonua o Hōnaunau National Historical Park
- Hawai'i Volcanoes National Park
- Ala Kahakai National Historic Trail

CENTENNIAL INITIATIVE



# WELCOME TO YOUR Hawai'i Island National Parks JUNIOR RANGER ADVENTURE BOOK!

The *Hawai'i Island Junior Ranger Adventure Book* is for kids ages 7 to 12 years. Use this book to earn up to five Junior Ranger badges and great Junior Ranger awards as you explore, learn, and protect these magnificent Hawai'i Island parks!

## HERE'S HOW IT WORKS

Complete **ALL** of the activity pages **for any given park** and you will receive a badge for that park and special Junior Ranger awards. The more park badges you earn, the higher the level of awards you will receive. It doesn't matter which park you visit first!

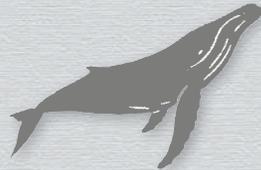
**Use the logos below** to help you identify which activity matches which park. The logo will appear at the top of each page.

**When you have completed all of the activities for a park,** go to that park's visitor center and present your *Hawai'i Island Junior Ranger Adventure Book* to a park ranger.

**BOOKS MUST BE PRESENTED  
NO LATER THAN 3:00 P.M.**



**Ala Kahakai  
National Historic Trail**  
73-4786 Kanalani Street, #14  
Kailua-Kona, HI 96740  
[www.nps.gov/alka](http://www.nps.gov/alka)



**Pu'ukoholā Heiau  
National Historic Site**  
62-3601 Kawaihae Road  
Kawaihae, HI 96743  
[www.nps.gov/puhe](http://www.nps.gov/puhe)



**Pu'uhonua o Hōnaunau  
National Historical Park**  
P.O.Box 129  
Honaunau, HI 96726  
[www.nps.gov/puho](http://www.nps.gov/puho)



**Kaloko-Honokōhau  
National Historical Park**  
73-4786 Kanalani Street, #14  
Kailua-Kona, HI 96740  
[www.nps.gov/kaho](http://www.nps.gov/kaho)



**Hawai'i Volcanoes  
National Park**  
P.O. Box 52, 1 Crater Rim Drive  
Hawaii National Park, HI 96718  
[www.nps.gov/havo](http://www.nps.gov/havo)





# PU'UKOHOLĀ HEIAU CROSSWORD

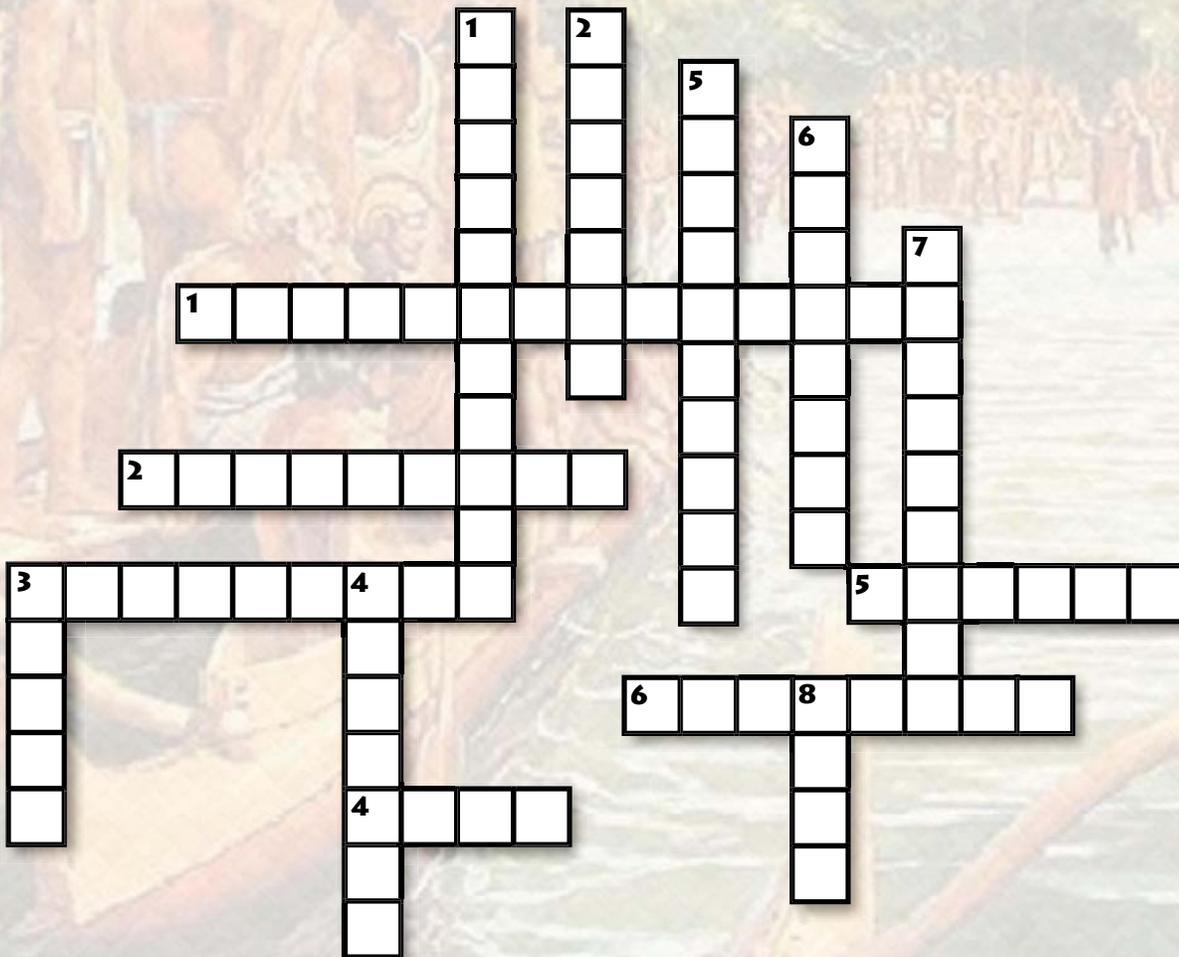
**CLUE:** Look for the answers on the park brochure and on the wayside exhibits located along the park's trails.

## ACROSS

- 1** Heiau converted into fort by Kamehameha.
- 2** Trusted military advisor to Kamehameha.
- 3** Who prophesied the future of Kamehameha?
- 4** Kamehameha II (Liholiho) abolished the \_\_\_\_\_ system.
- 5** No \_\_\_\_\_ was used to hold the heiau rocks together.
- 6** Site of Royal Courtyard.

## DOWN

- 1** Heiau dedicated to the shark gods.
- 2** European weapons placed at Mailekini Heiau.
- 3** Sacrificed chief and cousin of Kamehameha.
- 4** Family guardian spirits or ancestral deities.
- 5** Unified all the Hawaiian Islands.
- 6** Hawaiian name for the Leaning Post.
- 7** Hawaiian word for "Hill of the Whale."
- 8** Queen born at Pelekane.





# SCAVENGER HUNT

PELEKANE was the royal courtyard of Kamehameha I. Many significant events occurred here. For example, when Kamehameha I died in 1819, his son Liholiho came to Pelekane to prepare for his role as king.

As you explore this fascinating park, find these items and then tell one fact about their importance or uses. Use the displays at the visitor center or wayside exhibits in the park to discover the answers.



*niu (coconut)*



*'alā (water worn rocks)*



*pūlo'ulo'u (kapu sticks)*



*ko'a (coral)*



*lele (offering tower)*



*milo (hardwood tree)*





# KAMEHAMEHA WORD SEARCH

W

O

R

D

K	A	E	P	U	U	K	O	H	O	L	A	I	O	U	K	G
E	A	L	L	N	P	E	L	E	K	A	N	E	K	U	P	F
O	H	M	W	E	Y	H	C	I	A	L	E	I	K	A	I	A
U	N	A	E	O	A	I	P	A	W	A	G	I	O	Y	N	I
A	A	I	L	H	S	N	K	U	I	W	I	O	H	U	U	R
K	N	L	E	O	A	W	O	N	O	L	U	H	A	G	P	A
U	O	E	O	U	C	M	H	R	I	M	J	O	L	U	A	M
A	N	K	O	Y	R	K	E	M	A	N	O	L	A	A	K	E
H	N	I	R	O	E	M	O	H	N	O	P	A	E	W	O	R
U	A	N	A	G	D	K	H	C	A	W	L	H	K	E	E	I
U	C	I	G	N	U	O	Y	N	H	O	J	O	W	N	L	C
L	A	I	U	L	O	L	O	P	U	L	P	A	I	E	A	A
A	Z	S	S	I	V	A	D	C	A	A	S	I	A	P	H	N
A	K	U	A	I	A	U	M	A	K	U	A	K	G	P	H	N

HAILEY ROSARIO | HILO

S

E

Read the descriptions below and write the word it describes in the spaces provided. Then, find all of these words in the Word Search above and circle them.

A

◆ He unified the Hawaiian Islands \_\_\_\_\_

◆ British sailors that became advisors to Kamehameha I:  
\_\_\_\_\_ and \_\_\_\_\_

R

◆ Heiau built by Kamehameha \_\_\_\_\_

◆ Converted into a fort by Kamehameha \_\_\_\_\_

C

◆ Heiau dedicated to sharks \_\_\_\_\_

◆ Royal Courtyard of Kamehameha \_\_\_\_\_

H

◆ Family ancestral spirits, often animals \_\_\_\_\_



# SAILING THROUGH TIME



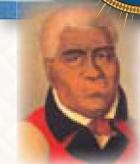
BATTLE OF NU'UANU PALI



- 1758 Birth of Kamehameha
- \_\_\_\_\_ John Young Arrives in Hawai'i
- \_\_\_\_\_ Pu'ukoholā Heiau Completed
- \_\_\_\_\_ Battle of "The Red-Mouthed Gun"
- \_\_\_\_\_ Battle of Nu'uaniu Pali on O'ahu



KAUA'I



- \_\_\_\_\_ Kaua'i and Ni'ihau join Kamehameha, thus unifying the Hawaiian Islands
- \_\_\_\_\_ Death of Kamehameha I



- \_\_\_\_\_ Pu'ukoholā Heiau National Historic Site Established



- \_\_\_\_\_ Your Visit to Pu'ukoholā Heiau National Historic Site.



BATTLE OF "THE RED-MOUTHED GUN"

On the left is a timeline listing important events in Hawaiian history. Use the Park's Visitor Center exhibits, trail signs, and brochure to find the years that these events took place. **The first date has been filled in for you!**

John Young and Issac Davis were British sailors who arrived in Hawai'i on the ships Eleanora and Fair American. Kamehameha came to know and trust them as his foreign advisors. Young was later elevated to the position of *ali'i nui* (high chief and governor) of Hawai'i Island.

John Young and Isaac Davis taught Kamehameha how to sail the Fair American and use its cannon and muskets. Traders and dignitaries from Russia, France, the United States, Great Britain, and other nations were required to obtain official approval from Young at Kawaihae before they could conduct business or meet with Kamehameha.

John Young's home was one of the first European-style houses in all of Hawai'i. The white plaster-covered stone house was visible from far out at sea. The mortar was made from crushed coral, poi, and hair.



**WANT TO DISCOVER MORE? . . . BY TALKING TO A RANGER, WATCHING A MOVIE, AND VISITING THE BOOKSTORE, YOU CAN LEARN MORE ABOUT THE EXCITING EVENTS AND PEOPLE OF PU'UKOHOLĀ HEIAU.**





# KALOKO-HONOKŌHAU NATIONAL HISTORICAL PARK

**THIS PARK** was established by the Congress of the United States in 1978. The Hawaiians who once lived in this area left behind much to tell us about themselves. Fishponds, fishtraps, hōlua (a sledding platform), heiau (temple), trails, stone planters, shelters, salt pans and *ki'i pōhaku*, petroglyphs, are some of the features found here. The mission of the park is to preserve these resources and perpetuate Hawaiian culture as it once flourished.

**Land Divisions**—The largest unit of land is a *mokupuni*, island. Each island is further divided into *nā moku* (districts), which were in turn divided into *ahupua'a* (a wedge of land that included the *kai*, coastland; *kula*, midlands; and *uka*, uplands). The *'ohana* (families) who lived within the *ahupua'a* had the resources needed for survival such as fish, fresh water, and croplands. Families shared and traded these resources with each other within the *ahupua'a*.

*Kai* provided major living areas, fishpond aquaculture, salt, seaweed and shellfish gathering, as well as access to shore and ocean fishing. *Kula* offered valleys and farmlands to grow taro for making *poi*, sweet potato, breadfruit, bananas, *ti* leaf for cooking and wrapping food, and much more. *Uka* provided trees for canoes, bowls, spears and house posts. Hunting for food and other products were also collected from the upland forests.

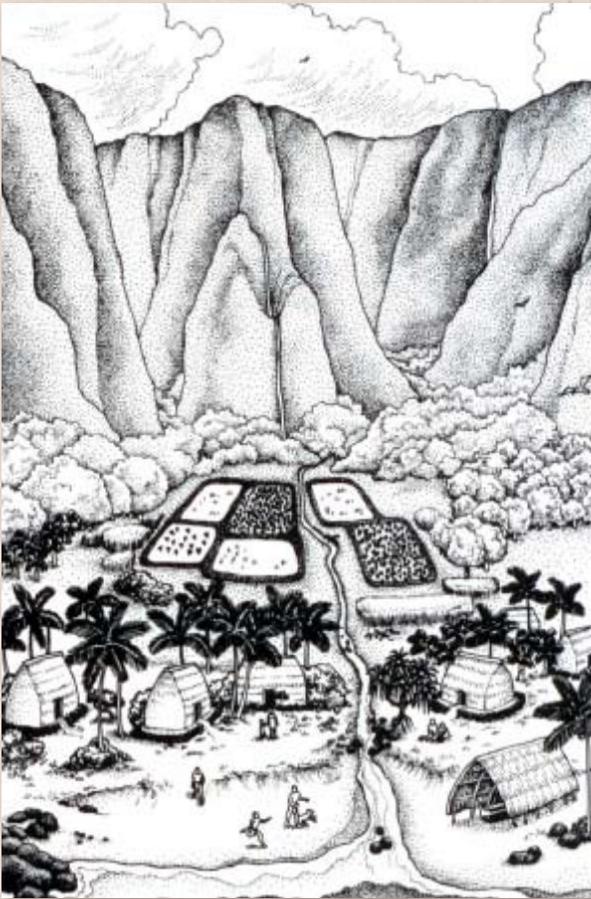
Today, as a way to distinguish and describe geographical areas, we still recognize *nā moku* of Ka'ū, Puna, Hilo, Hāmākua, Kohala, and Kona.

## UA MAU KE EA O KA 'ĀINA I KA PONO

THE LIFE OF THE LAND IS PRESERVED IN RIGHTEOUSNESS

—ŌLELO NO'EAU, 2829

ART BY ROBIN YOKO RACOMA USED WITH PERMISSION FROM KAMEHAMEHA SCHOOLS



**1.** What *moku* do you live in or are you staying in while you visit? \_\_\_\_\_

**2.** What elevation zone is your *moku* in? (*kai*, coastland; *kula*, midlands; or *uka*, uplands) \_\_\_\_\_

**3.** What products are shared or traded where you live? (banana, sweet potatoes, coffee, wood, etc.)  
\_\_\_\_\_

**4.** Look at Robin Yoko Racoma's rendering of a traditional *ahupua'a* system (see above). List ways that you see to describe how people used the land in an *ahupua'a*.  
\_\_\_\_\_



# MĀLAMA ‘ĀINA



**MĀLAMA ‘ĀINA (CARING FOR THE LAND)** is the most important concept in the way Hawaiians lived. All things in nature were considered to be the embodiment of the gods. Hawaiians respected and lived in harmony with the land; they cared for the land by taking only what they needed. This concept was not only important then, but is critical today as native habitats are lost to development and the environmental challenges of **climate change**.

The *Kapu* system of laws directed their daily existence, including *mālama ‘āina*. Protocols of asking permission and giving thanks before using anything of nature was required to minimize their ecological footprint and insure sustainability of water, food, shelter and other materials for their livelihood. *Kapu* stressed conservation by regulating the use of the natural resources for fishing, hunting and harvesting trees. Hawaiians cared for the land by taking only what they needed on a daily basis.

Describe one small thing you can do to help the environment in a BIG way. Some ideas are using less energy, creating less garbage or making less pollution. \_\_\_\_\_

In your household, how does your ‘ohana, family, practice being “green?”

\_\_\_\_\_

Traditionally, living in an ahupua‘a meant that everyone had to be “green,” for example, using every part of a coconut tree. Nothing was wasted and they produced very little trash. Study an actual coconut tree while doing this activity:

Draw a line to match the part of the coconut tree to a use. Some may have more than one use.



COCONUT TREE



COCONUT WITHOUT THE HUSK



COCONUT FRONDS



COCONUT HUSK FIBERS AND WHITE FRUIT

Uses

THATCHED ROOF

BASKET

HAUPIA

BOWL

ROPE

DRUM

BROOM

# SECRET OF THE MĀKĀHĀ



PACIFIC AMERICAN FOUNDATION, KAHEA LOKO PROJECT

**KALOKO** is an 11 acre *loko i'a*, fishpond, where fish were GROWN to maturity in man-made-enclosures. The impressive fishpond walls were built by hundreds of workers passing stones from hand to hand. It could take up to a year to build one.

‘Āimakapā is a 15 acre fishpond like Kaloko, but is called a *loko pu'uone*, natural sand enclosed pond. Fishtraps were built within the ponds as holding pens to separate the fish by kind, size or maturity to manage them prior to eating them.

Wooden *mākāhā* (gates) are unique to Hawai'i and were built in the openings of an *'auwai*, (water canal) of a fishpond. A *mākāhā* would control what

goes in and out of the pond with the changing tide, allows for easy collection of fish and control temperature and circulation of water which is critical for the health and sustainability of the fishpond.

Kaloko, 'Aimakapā and fishtraps like 'Ai'ōpio at the south end of the park were built to help manage food production, especially during seasons when the ocean was rough. It was a natural fish market.



**“... A LAND WITH MANY FISHPONDS IS CALLED A 'FAT' LAND.”**

—SAMUEL KAMAKAU, HAWAIIAN SCHOLAR, 1869

**1.**

Observe what happens in the **'auwai** at Kaloko. Record your observations here:

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**2.**

Use the yellow letters above to form two words that uncover the secret of the **mākāhā**.

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**3.**

**Express Yourself.** Sit on the beach in the park and observe the sights and sounds around you. Write a poem or draw a picture that describes what you see, hear or how you feel about this special place.



# KŌKUA NĀ HONU | HELP THE TURTLES .....



THE PROTECTED BAY of Honokōhau is home to almost 200 honu, Hawaiian green sea turtle. One kuleana, responsibility of the park requires careful and diligent monitoring of this critically endangered coastal zone. Turtles love to bask in the warm Kona sun along this stretch of white sand beach.

Because they are listed as an endangered species, the honu is protected making it illegal to kill, capture, harass or handle them in any way. Disturbing the honu affects their natural behavior and threatens their resting, feeding and nesting habitat.

## HOW CAN YOU HELP?

You can help protect these endangered sea turtles by keeping a distance of at least 15 feet between you and the honu and telling others about how they can help also.

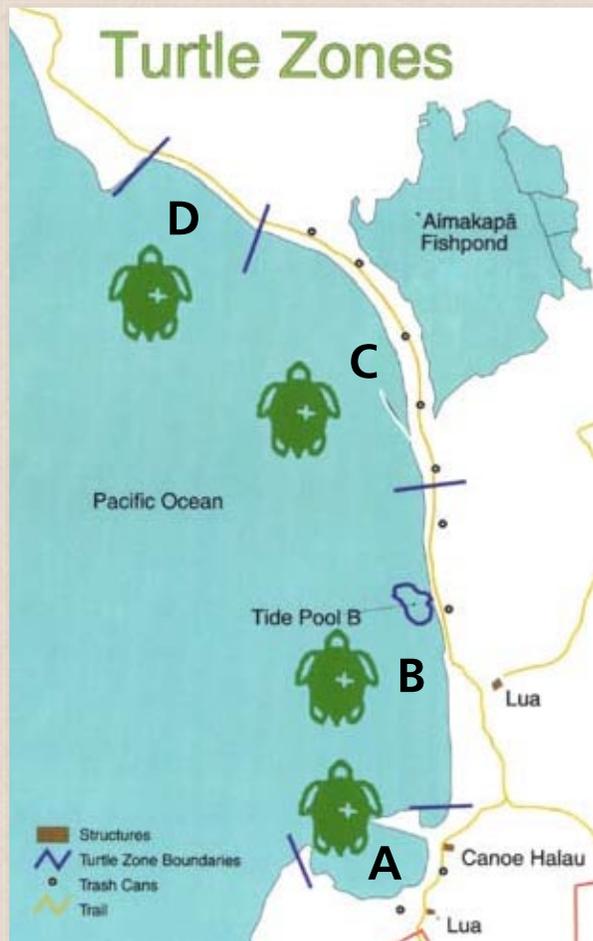
The Turtle Zones map below identifies four areas where park researchers commonly observe honu activity. Using the map, record your observations in the boxes below. After completing this activity, you can report your findings to a ranger when you return to the visitor center. Mahalo nui loa, thank you very much. Your contribution to help monitor and protect the honu is greatly appreciated.

**JUNIOR RANGER RESEARCHER'S NAME** \_\_\_\_\_

Date \_\_\_\_\_

Age \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



Turtle Activity Observed	Time Seen	Number observed on back of turtle shell. If none, write unknown	Zone turtle was spotted in: A, B, C, or D
<b>BASKING</b>			
<b>FEEDING</b>			
<b>SWIMMING</b>			



**WANT TO DISCOVER MORE? . . . FIND MORE INFORMATION ABOUT TURTLES AND OTHER SEA LIFE AT THE PARK'S BOOKSTORE.**



# PU'UHONUA O HŌNAUNAU NATIONAL HISTORICAL PARK



**THIS PARK** was established by the Congress of the United States in 1961. The Royal Grounds were home to generations of *ali'i* (chiefs). The grounds include thatched *hale* (houses), a royal fishpond, Keone'ele Cove, the *heiau* (place of worship) Hale o Keawe. The Great Wall encloses the *pu'uhonua* (a place of refuge) where those who had broken *kapu* (laws) could be forgiven. Explore this place that is revered by Hawaiian people, past, present, and future.

Hawaiians lived in *ahupua'a* (land sections from the mountains to the sea) which provided all of the products needed for their survival. *Nā 'ohana* (families) lived at the seashore, plains and inland areas and were dependent on each other. Hawaiians lived in harmony with the land by using only what they needed each day. This park lies in three *ahupua'a*: Hōnaunau, Keokea, and Ki'i'iaie. The *ali'i* lived in the Royal Grounds in Hōnaunau, the part you will walk through. The *maka'āinana* (common people) served the *ali'i*, but lived further down the coast in a village at Ki'i'iaie.

The *maka'āinana* made up the largest portion of the population in an *ahupua'a*. Daily *kuleana* (responsibility) of fishermen, farmers, hunters, canoe builders and many others was to provide food, shelter, medicine, clothing and more to make the *ahupua'a* sustainable. The *ali'i* (royalty) and *maka'āinana* were dependent on each other. Without the favor of the ruling chief, the people had no land, and therefore no food. Without the hands of the people to work the land, the *ali'i* had no food and could easily lose control of his land to another *ali'i*.

**Imagine you are a young *maka'āinana* learning about a traditional craft or skill. Ask the park ranger which activity is available today.**



**LAUHALA**  
(PANDANUS LEAF)



**LAU NIU**  
(COCONUT LEAF)



**KAHILI**  
(FEATHER)  
STANDARD



**IPU**  
(GOURD) FOR  
HULA

Name of activity \_\_\_\_\_ Materials Used \_\_\_\_\_

Describe what you learned from this activity:

\_\_\_\_\_