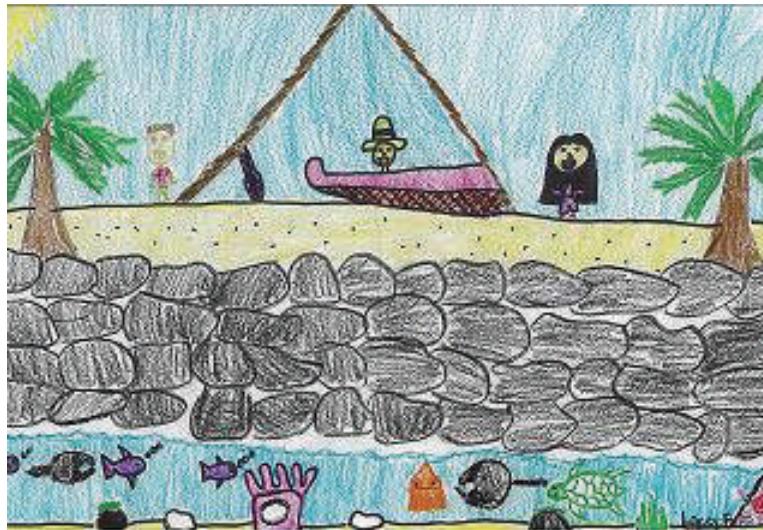




Junior Ranger

ACTIVITY GUIDE



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Kealakehe Elementary School



Junior Ranger Program
Explore, Learn, Protect
Recommended for ages 6-12



Welcome to Kaloko-Honokōhau National Historical Park

Kaloko-Honokōhau National Historical Park is an extraordinary place where the spirit of the traditional Hawaiian way of life lives on. The coastal waters, the shoreline, and the uplands are preserved for all to share today as well as in the future.

How to Become a Junior Ranger

Junior Rangers are dedicated young people who help to protect the natural and cultural resources of the park. Parents are encouraged to take the opportunity to guide your child's learning experience and to discover for yourself the wonders that await you here at the park.

Ages 6-8 Complete at least four of the activities

Ages 8-up Complete at least six of the activities

All kids (keiki) must do Activity #1, 2, & 4

Present the booklet to the Park Ranger at the Visitor Center to recite the Junior Ranger Pledge and to receive your Junior Ranger Badge and Certificate.



1. The Hawai'i Pacific Parks Association (HPPA)

The purpose of this park is to preserve, interpret, and perpetuate traditional native Hawaiian activities, values and culture.

HPPA works in partnership with the National Park Service to promote and fund educational and cultural programs.

At the Visitor Center, ask the Park Ranger or HPPA staff if any of the crafts are available today.

Coconut Weaving



Lauhala Weaving



Kukui Nut Top



What did you make?

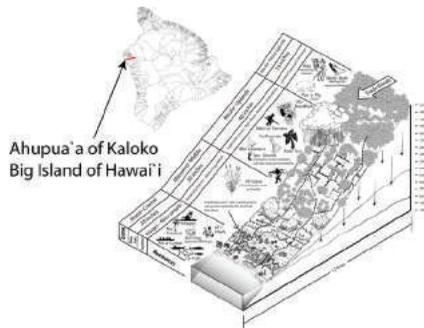
What did you learn about this craft?



2. Hale Ho'okipa - "Welcome House"



Take a walk around the Visitor Center and look at the informative displays and signs to help answer the questions below.



Ahupua'a

Chiefs divided the land to give each community an *ahupua'a*. This long strip of land from sea to mountaintop provided for all of their needs from marine resources to lowland agricultural lands to upland forests with birds and large trees.

Ahupua'a boundaries were marked by an *ahu* (stone cairn), with a carved wooden head of a pig placed on top of it. The pig represented Lono, the god of the *Makahiki* (harvest).

Name the two ahupua'a that make up the largest portions of this park:

Why do you think that they stretched from the mountain to the sea?



3. Life On the Scorching Lava

Water was a precious resource in this dry area. The early Hawaiians collected water from brackish water spring and ponds. They grew *kalo* (taro), *ipu* (gourds) and *'uala* (sweet potato) in *māla'ai* (raised wall planters).

The husks of dried coconuts were soaked in water and placed around plant roots to provide moisture and protection from exposure to the sun.



kalo

Find a planter near the Visitor Center. Draw a planter with one of these plants within it. The bottom two grew like vines and spilled out over the rock walls of the planter.



ipu



'uala

There are over a hundred old planters in the park. Staff and volunteers are replanting traditional plants in them, so that the traditional way of life will live on.



4. Trailside Natives

Look for these plants along any park trail. Early Hawaiians used native plants for many things: thatching for houses, food, instruments, clothing, weapons and medicine. Today the park tries to keep out non-native plants so that the natives can grow.

Draw a line from the name and description of the plant on the left to the correct picture on the right.

'Ilima. This bright yellow to orange flower was used to make leis, especially for the ali'i. It is also the official flower of the island of Oahu.



Noni. The green-yellow fruit was used as medicine to cure many illnesses. The root, bark, leaves, and flower were used as medicine and for dyes.



Milo. This tree with heart shaped leaves was one of the favored trees for shade. The wood was used for bowls and the large seeds for dyes.





5. Ala Mauka Makai

Take a one hour round trip walk along this scenic trail to the nearby beach and the 'Ai'ōpio Fishtrap. Along this short route, you'll experience three distinct ecosystems.

In each area, look around, observe, and describe what you see and hear and feel, including things modern that were not here generations before.

The Open Lava Landscape



The Kiawe Forest



The Sandy Beach and Tidepools



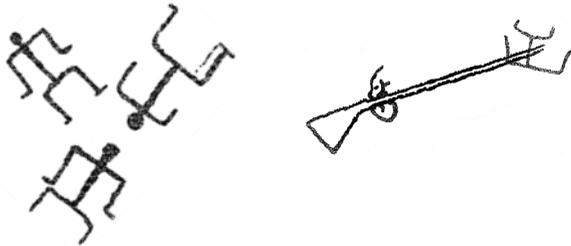


6. Petroglyph Boardwalk

Petroglyphs are best viewed in early morning and late afternoon. Walk up and down the boardwalk to find the best viewpoint.

Early Hawaiians did not have writing. Instead, they carved pictures into rock called petroglyphs. Petroglyphs tell us about the people who lived here: what was important to them, and what they were going through.

You can help preserve these rock pictures by not walking on, touching, or drawing on them.

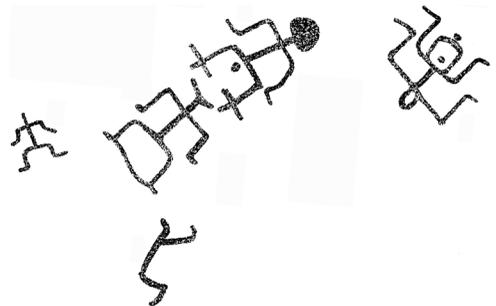


Find one you like and draw it here.

What do you think it is?

Why do you think someone carved it?

Can you find the man in the rocks on the ramp?





7. National Park Service Mission

Protecting Our Cultural Resources

Kaloko-Honokōhau National Historical Park was established in 1978 for the preservation, protection and interpretation of traditional native Hawaiian activities and culture. This is the only park in the National Park Service with this specific purpose and mission.

Structures such as the fishponds, fishtrap, *heiau* (religious structure) and planters remind us of life in this place. Cultural days and demonstrations in the park teach people about the Hawaiians and their lifestyle. As in the days of old, respecting the land and ocean by following *kapu* (rules) and taking only what is needed helps to preserve this special place.



What cultural resource did you see today? How will you take care of it?

How will you teach others about this park and what it is here for?



8. 'Ai'ōpio Fishtrap



It was primarily the *ali'i* (chiefs) who lived in coastal areas. Pleasant weather and calm oceans attracted them to Kona shores. Along the coast at Kaloko and Honokōhau, 'Ai'ōpio fish trap and two fishponds were set aside for the ali'i.

A human-made stone wall encloses this three-sided fish trap. Fish entered at high tide through a narrow channel in the seawall. When they tried to leave as the tide lowered, they were caught with nets.

Four walled enclosures within the 'Ai'ōpio fishtrap along the shoreline were either holding pens or lanes in which the fish were netted.

This fishtrap and its seawalls illustrate a high degree of engineering skill attained by the early Hawaiians.

Observation Checklist:

- | | |
|--|--------------------------|
| <input type="checkbox"/> Locate channel in seawall | |
| <input type="checkbox"/> fish | How many? _____ |
| <input type="checkbox"/> turtles | How many? _____ |
| <input type="checkbox"/> tide | High or Low (circle one) |



9. Rocks

Have you noticed there are lots of rocks here? You can see rocks in natural lava flows and human-made rock structures like walls, planters, and building foundations. People used this natural material to make things they needed.

In Hawai'i, rocks are “dry stacked” – positioned carefully like a jigsaw puzzle - no mortar (cement) is used. Some rock masons listen to the stones to hear where they want to be placed.

‘Ai‘ōpio fishtrap wall is made of rocks stacked in the ocean. The rectangular platform on the south side of the fishtrap is a *heiau* (religious structure) constructed of different types of rocks.

Take a look at a wall. What shapes, sizes, and textures do the rocks have? Rough rocks may come from nearby. But smooth ones may have been brought from the other side of the island.



What skills and materials would you need to do this hard work in this hot place?

Why is it important to leave rocks and other things in the park in place?

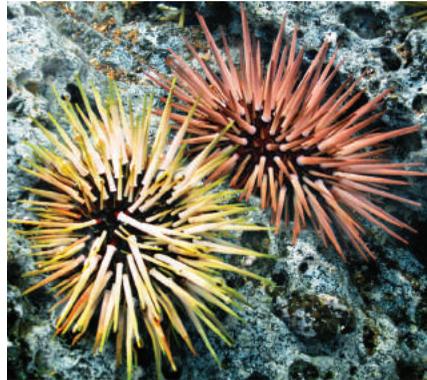


10. Tide Pools

If it is safe to do so and with an adult's permission, walk along the tide pools. Look for sea creatures but do not to remove them. The tide pools are where they live.



Loli (sea cucumber)



Wana (sea urchin)

Describe what you see:

Is there something in each tide pool?

Are the same animals in every tide pool?

Imagine you are a creature living in a tide pool.

Would you want to be fast or slow?

Do you have a shell?

Which animal would you be?

Why?

What would you eat?

Draw one of the animals you see.



11. National Park Service Mission

Protect Our Natural Resources

One of the important missions of the National Park Service is to protect the natural resources within the park. Within this National Park, there exist many species of wildlife that are either endangered or threatened (in danger of disappearing completely from the earth).

Man-made waste such as plastic bags and old fishing nets can end up in the waters and on land where these endangered species live.



Ae'o (Hawaiian Stilt)



Honu (Sea Turtle)

How do you think these items can harm a turtle or a bird?

What can be done to reduce these harmful items from hurting these endangered species?



12. Park Ranger Duties

As a Junior Park Ranger, your job is to share information about the park and protect its resources.

Is it okay to pick flowers or plants?

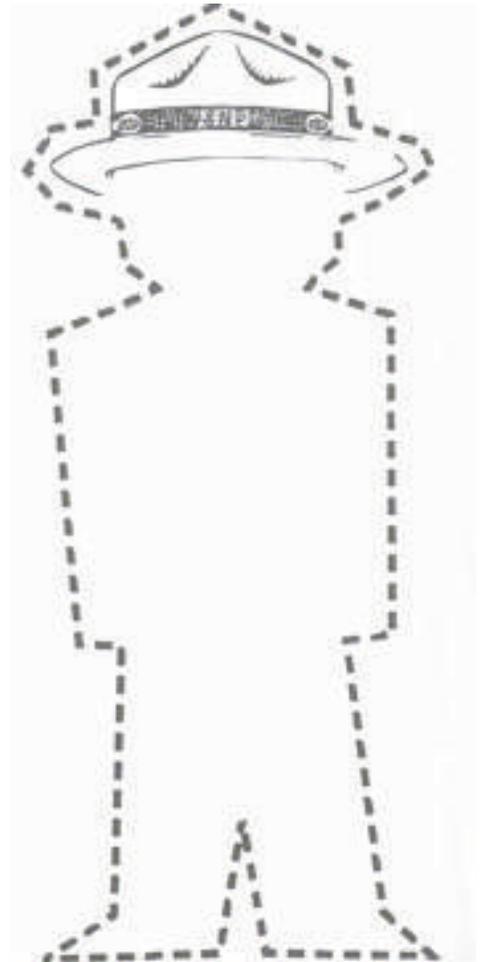
Why or why not?

Is it okay to remove lava rocks?

Why or why not?

Is it okay to touch the turtles?

Why or why not?



Draw yourself with your name tag, badge, and a smile under the hat.



Hawaiian Junior Ranger Pledge



As an official Junior Ranger, it is my *kuleana*
(responsibility)
to preserve and protect.

I will *mālama*
(take care of)
special places like my National Parks
and my home.

I will *kōkua*
(help)
by picking up litter, not disturbing plants
and animals, and leaving things as they are.

I will share my *‘ike*
(knowledge)
with my *‘ohana*
(family)
and my friends.

Aloha Kakōu!

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Grant. Visit us online at: <http://www.nps.gov/kaho>



Junior Ranger Certificate is hereby awarded to:

For dedication to, and protection of all National
Parks for future generations.

Park Ranger

Date