Everyone in your group is a high-ranking chief - the ali'i of a new island. You have come on your voyaging canoe to begin a new society here.

Look at the oblique relief map of your island (page 4). This kind of map is slanted & shows how tall the mountains are - like you are looking out of an airplane.

Use this map & the diagram below to make your plan to manage the resources & people of your new island home.
WHAT TO DO:

1. **Pick the highest chief** (draw straws to make a random choice). This highest ranking chief will say how all decisions will be made & who will make them. This person does not work, but must choose a place for his/her 'ohana to live, and he/she must convince others to provide all his or her needs.

2. **Divide the land among the ali`i.** All other chiefs will be given a moku to support their 'ohana & the highest chief. They must make sure all their people have food, water (find all 6 sources on the map), & shelter (which must be made from the resources on the island). They may try to advise the highest chief about what rules to make so no one suffers.

3. **Share the resources.** List the resources you see already on your island, why they are useful, & whose moku they are in. Then, decide where to plant the resources you brought along on your voyaging canoe. Write each plant name on your map.
   - **food plants** (kalo, 'ulu, mai'a, niu, kō, 'uala & 'ōhia'ai ... which are taro, breadfruit, banana, coconut, sugar cane, sweet potato & mountain apple)
   - **plants for tools, clothes & shelter** (milo, niu, kī, 'ohe, kukui, wauke ... which are a tree used to make bowls, ti, bamboo, candlenut, & tapa)

4. **Make rules.** Imagine what may go wrong as you all try to survive on this new island. Make 5 rules you will need to live by & write what the consequence will be if these rules are broken.

5. **Present your Land Management Plan to the class.**
WRITE YOUR LAND MANAGEMENT PLAN NOTES HERE

1. The highest chief is: _______________________________

2. Draw land division lines on the map on page 4 with ali‘i names.

3. Resources List:
   (write names of ali‘i who have these resources in their moku in right column)

<table>
<thead>
<tr>
<th>Island resources &amp; uses</th>
<th>Resources on canoe &amp; uses</th>
<th>Ali‘i</th>
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4. Our List of 5 Rules:

_________________________________________________________________
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_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Science in Hawai'i: Nā Hana Ma Ka Ahupua’a – A Culturally Responsive Curriculum Project
Adapted from *Family, Religion, & Society Readings: Module VI*